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ABSTRACT

The document describes the Executive High School Internships program which mainstreamed a pilot group of 14 high potential students with orthopedic, hearing, and sight impairments into a project which enabled them to spend a full term, on leave from classes, in nonpaid placements with public and private sector managers and executives, learning how organizations function and how decisions are made. Sections address the following program components: objectives (including increasing self awareness and self esteem); accomplishments (including general acceptance of the handicapped group by peers); intern selection (qualifications, recruitment, finalists, and results); placements (sponsor selection and placement level); special services (transportation and access, counseling, and other needs); case studies (descriptions of student placements in the fields of law, radio, personnel, commercial art, health, fiscal operations, human services, and banking services); and internal organization. A final section reports evaluation of the project (including the finding that handicapped interns were able to complete the program successfully with nonhandicapped peers in independent world of work situations) and offers recommendations. Appendixes include an outline of project guidelines, a sample internship academic credit form, an official program description, an internship summary, and a list of colleges and universities accepting executive interns. (SBH)

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YOUNG, GIFTED, and HANDICAPPED

Mainstreaming High Potential Handicapped Students into the Executive High School Internships Program

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foreword

The Mainstreaming Project of Executive High School Internships of America was undertaken with the assistance of a number of distinguished educators and other leaders. Robert Herman, Associate Deputy Commissioner of the Bureau of Education for the Handicapped; Jane Case Williams, Deputy Director of the Office of the Gifted and Talented; and Kenneth B. Hoyt, Associate Commissioner, Office of Career Education, U.S. Office of Education, were instrumental in the success of this mission. Jack Duncan, counsel and staff director of the Select Education Subcommittee of the US House of Representatives, was a strong supporter from the outset as were Joseph Cronin, Illinois State Superintendent of Education, and Wilson Riles, California Superintendent of Public Instruction.

The manuscript was reviewed by the project coordinators and by Mary Martin Dodd, Shirlene Duncan, Michael Goldstein, Louise Greilsheimer, Alan Haas, Samuel Husk, Orval Hansen, Frank Hoschek, Fran Howes, and Joyce Kirkpatrick. Their many suggestions were deeply appreciated.

Cathy Boyd designed the cover.

The following Executive Interns and sponsors were interviewed for this report: Laura Ahrens, Karen Anderson, Angela Cox, Donna DeQuarto, Steven Gabell, Darrell Grice, Kathy Gross, Kathryn Hunter, James Jones, and Larry Ramello. Also, Jess Arnold, Donald Biggerstaff, James Cooper, Michael Corcoran, Darlene Duncan, Melvin Duncan, Susan Ekstrom, Roslyn Frank, Charles Grady, Fred Hoffenbach, Deanna Kincheloe, Bruce Kingdon, Beth Lane, Gerald Monty, Richard Marcus, Donald Mullins, and Lynn Thomas. Their dedication, perseverance, and insights made this project possible.

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S.P.H
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introduction

No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any program or activity receiving financial assistance. **—Title V, Sec 504, Rehabilitation Act of 1973**

It is the purpose of this Act to assure that all handicapped children have available to them . . . a free, appropriate public education which emphasizes special education and related services designed to meet their unique needs to assure that the rights of handicapped children and their parents or guardians are protected . . . **—Sec 3, Education of All Handicapped Children Act of 1975**

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance . . . children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. **—Sec 806, Education Amendments of 1969**

Perhaps no other recent federal directives have been so difficult to implement yet so clearly meritorious of priority attention as those guaranteeing total equality of participation for handicapped citizens in the mainstream of education and employment opportunities. Although the enabling legislation is three to five years old, implementation to date has been slow, with educators and employers at the grass roots level still struggling to comprehend and totally accept the full range of their legal obligations under federal regulations.

Therefore, a project to mainstream handicapped students into world-of-work learning environments breaks new ground, and one that positions gifted and talented handicapped students with officials at executive levels in organizations is particularly unique. It says to educators and employers alike: "Here are extremely able young people who need only a compatible executive mentor and appropriate support services to function adroitly alongside non-disabled peers in the highly complex world of management."

During the 1977-78 academic year, the Executive High School Internships of America division of the Academy for Educational Development, Inc., received funds from the US Office of Education to mainstream a pilot group of high-potential handicapped students with orthopedic, hearing, and sight impairments into the Executive High School Internships program. This program, operating since 1971 in 30 school systems in 18 states, has provided career exploration opportunities at the management level for over 14,000 students through full-time, semester- or quarter-long placements.

Designed for high school juniors and seniors, the Executive Internship

enables students to spend a full term, on leave from classes, in nonpaid placements with public and private sector managers and executives, learning how organizations function and decisions are made. Typically, under supervision, they carry out professional-level missions that require initiative, responsibility, and maturity, e.g. attending meetings, conducting research, developing projects, handling administrative matters, and otherwise functioning as special assistants in training.

The interns' sponsors, as their mentors are called, include business executives, chamber of commerce officials, hospital administrators, radio and television managers, newspaper editors, directors of community organizations, museum curators, and mayors, city managers, and governors.

Executive interns receive credit in academic subjects, graduating on schedule with their classmates despite the sabbatical from formal coursework. They are not paid, however, because they are not expected to perform the types of productive work functions for which a high school student would ordinarily be compensated, such as clerical work and maintenance duties.

Besides their placements, the interns attend weekly seminars on management and related topics, using business school case studies, group dynamics exercises, and outside speakers. The interns themselves present some of the best seminars, giving fellow students an understanding of how their organizations function. Interns also keep logs of their daily activities and present end-of-term projects to communicate their insights to school officials, other students, and parents.

A memorandum of understanding, signed by the student, parent or guardian, sponsor, staff coordinator, and high school principal on behalf of the district specifies mutual obligations of all parties during the program.

The Executive High School Internships program is managed by at least one full-time coordinator at each site, hired by the school district. The coordinator is responsible for the total range of program activities, including recruitment and placement, monitoring of interns' activities, review of logs, planning weekly seminars, liaison with schools and parents, program evaluation, and public relations with the community.

The national office of Executive High School Internships of America (EHSIA), headed by a director, is responsible for assisting participating districts in establishing, maintaining, and improving programs through inservice institutes, publications, and consultation services. EHSIA also disseminates programs to additional sites by providing staff training, program visits and evaluations, follow-up technical assistance, and distribution of the Executive High School Internships Kit. The latter consists of nine step-by-step manuals for program implementation.

Eight school systems in the EHSIA network volunteered for the Mainstreaming Project consortium—the Buffalo (NY) Public Schools, Compton (CA) Unified School District, Des Moines Public Schools, Orange County (FLA) Public Schools, New York City Board of Education, Sacramento City Unified School District, School Board of Palm Beach County, and Springfield (IL) Public Schools.

A total of 14 handicapped students from those disticts participated in the Mainstreaming Project. While smaller in number than originally anticipated,

their experiences had a rippling effect. Those students impacted on the lives of the 14 sponsoring executives and their staffs, their 250 nonhandicapped counterparts in the program, the 10 coordinators involved, and the 8 host school systems. The socioeconomically, geographically, and ethnically diverse range of participants and education and work settings also augmented the significance of this effort for the education community.

Eleven coordinators from the participating systems were in charge of managing the project at local sites. They had an average five years' experience with the program and received no added compensation for this extra responsibility. Only one coordinator had even limited prior interaction with handicapped people. None was formally trained in special education, either—thus providing fertile ground for testing the viability of mainstreaming disabled students into regular school programs.

The head of EHSIA served as consortium director, responsible for staff training and development, liaison with individual sites to provide support and assistance, coordination with the evaluation team, dissemination of information, and compilation of the final report.

This report documents what has been learned from the experience—both its successes and shortcomings. Hopefully, such a candid analysis will prove enlightening to employers, special educators, managers of career education and gifted education programs, parents of disabled students, school superintendents and school boards establishing policies for the handicapped and executive and legislative officials at federal and state levels who have responsibility for oversight or implementation of laws on education and employment of the handicapped.

objectives

formal

The Mainstreaming Project's overall mission was to demonstrate that able and motivated handicapped students, if properly selected and offered support services to compensate for physical disabilities, could perform as effectively in their placements as nonhandicapped Executive Interns. Specifically, they were expected to develop:

Greater understanding of organizational dynamics—formal and informal line and staff functions; scope of executive prerogatives in decision-making processes; strategies for implementing change.

Expanded career awareness—greater familiarity with career opportunities at management levels in public and private sector organizations.

Increased self-awareness and self-esteem—greater understanding of their own talents and skills; increased poise and confidence.

Good work habits—promptness, appropriate appearance, dependability, sensitivity, independence, flexibility, maturity.

The consortium also expected that nonhandicapped students in the program would demonstrate positive attitudes toward the handicapped participants. The litmus test of the project's success was to be sponsors' and school districts' desires to continue including handicapped students in the program once outside funding expired.

Toward those ends, the consortium committed itself to create an infrastructure for the training of program staff, exchange of information and resources, and dissemination of results to a broad national audience.

These objectives were all achieved in the course of the project, as will be described in the next chapter.

informal

Besides the formally-stated consortium goals, project coordinators also had their own individual agendas, which tended to enhance and reinforce the officials directions already listed. These objectives included a desire:

To broaden the Executive Internships base locally. Like any other alternative education program which displaces the classroom, however briefly, this one continues to encounter a modicum of resistance from certain principals,

guidance counselors, and teachers, especially those whose jobs depend largely on course enrollment. Therefore, the matter of school support occupies the continuing attention of EHSIA coordinators.

Including handicapped students in the program offered possible support from an untapped segment of the professional staff, the special educators, whose classroom teachers did not feel so pressured to meet continuing quotas. As one coordinator later commented: "It's called survival. I was already working with the gifted and career education people. Now I'm working with our large special education department."

To support district priorities. Federal guidelines on mainstreaming have stimulated substantial local activity on education of the handicapped, including staff seminars for teachers and administrators; analysis of sites for architectural barriers; and creation of policy and curriculum manuals and materials. Therefore, the Executive High School Internships program could remain in step with local trends and priorities through involvement in this project. Reports one coordinator:

> My boss chaired the district's committee on the handicapped, so I used this effort as a lever for program expansion. It was good public relations at a time when our district was focussing on the handicapped.

Another coordinator participated because the Executive Internships program is one of the superintendent's pets. When an announcement about the Mainstreaming Project reached his desk, he issued a directive for the district to become involved, and the coordinator complied.

To face a new challenge. The Executive Internships program has a highly energetic and creative staff, and after 4-6 years implementing their local models, many coordinators longed for some variation on the theme. The Mainstreaming Project introduced them to a totally atypical student population for this program and, in some instances, helped them confront personal anxieties about disabled people.

"I had thought about working with the handicapped but, frankly, the idea scared me," reports one coordinator. "I thought it would be worthwhile but never knew whether I was the kind of person who could work well with them or would become depressed."

After a three-year stint on a district-wide advisory committee for handicapped education, another coordinator was ready for more direct action, recalling: "In that group, I was always planning but never implementing."

To do something significant. The opportunity to work on a project of potential national importance—one of the earliest efforts to mainstream gifted handicapped students into field placements—attracted still another coordinator.

To relate to family consciousness. One staff person's brother, completely paralyzed from polio, had become a successful stockbroker. This coordinator wanted others in similar circumstances to be able to achieve independence and develop competence.

This duality of formal and informal goals thus strengthened the Mainstreaming Project and helped ensure its success.

accomplishments

The Mainstreaming Project had a significant impact on the many lives it touched—handicapped and nonhandicapped Executive High School Interns; executive sponsors and their staffs and associates; coordinators; and the school districts in which it operated. The consortium's overall mission, as stated earlier, was to demonstrate that high potential handicapped students, if carefully selected and provided with support services where necessary, could achieve the same results as nonhandicapped Executive Interns. Specifically, they would demonstrate greater understanding of organizational dynamics; expanded career awareness; increased self-awareness and self-esteem; and good work habits. These objectives were accomplished in the course of the project.

Twelve of the fourteen interns gained a relatively broad overview of their organizations. Treated as adults, they attended staff meetings and conferences; related to organizational clients; learned how priorities were established; became acquainted with budgetary and fiscal processes; learned basic business practices; developed communications skills; and undertook challenging assignments. The latter variously involved developing client questionnaires and flow charts; compiling job specifications; drafting legal briefs and memoes; and preparing technical drawings.

The interns observed hiring and layoffs; transitions in agency leadership; handling of staff conflicts; and reallocation of work during periods of high absenteeism. They saw how decision-making proceeded or was avoided.

Many interns gained technical knowledge, as well, such as the application of specialized terminology and procedures in law, pharmacology, criminal justice, fiscal services, personnel administration, and government. One intern even learned more about the physiological aspects of her disability through the placement.

Some interns developed new skills, e.g., the use of broadcasting equipment, computers, office equipment, the law library. Others refined already cultivated talents such as drawing.

Project participants, with only one exception, demonstrated good work habits. Most students grew more sensitive to the value of effective interpersonal skills in work situations and matured in the process.

Eleven students utilized the internship to explore specific career interests—in business, social work, pharmacy, medicine, broadcasting, accounting, and medical illustration—and the experience confirmed a desire to specialize in those areas. Others became exposed to new career options, such as law and accounting, and came away with a broadened perspective about avenues open to a handicapped person. Some gained a more realistic ap-

praisal of their talents and limitations, and a few developed occupational goals for the first time.

Growth in self-confidence and self-esteem was marked in all instances. The interns became more poised and confident. Shyness was overcome. Posture and appearance improved. Students who formerly hovered in the background of any group made presentations before community organizations, fellow interns, agency staff, school classes, and even a national convention.

Participants developed a greater sense of initiative and independence, learning how to fight for bus service, use public transportation, order in restaurants, travel out of state, and complete assignments independently. Many overcame particular obstacles connected with their handicaps—using crutches instead of a wheelchair, reading lips more proficiently, speaking more intelligibly, coping more effectively with emotional problems.

A second objective of the Mainstreaming Project was that nonhandicapped interns would exhibit a positive attitude toward the handicapped. This was demonstrated as the 14 subjects shared the program semester with their 250 nonhandicapped counterparts. During seminars, handicapped students were generally well accepted and were treated as part of the group, not as different or special. One was elected social chairman and member of the group's executive committee. Another was selected to star in a role-playing exercise on courtroom trials. At a seminar, one group of interns learned that deaf people liked to dance, whether or not they could hear music, emphasizing similarities rather than differences between disabled and nondisabled people.

The nonhandicapped interns pitched in with rides or lifts over steps when necessary. "Where we go, she goes," said one group when a wheelchair bound student could not make it up the steps of the state capitol. One group even learned to handle a crisis when the intern had a seizure during a seminar.

Likewise, sponsors and their staffs were affected by the Mainstreaming Project. For the first time, in many instances, a handicapped person was seen functioning at a managerial level, a significant breakthrough in the world of employment. Some sponsors and staffs had to deal with their own feelings about people in wheelchairs, or the speech of deaf people, or helping someone use a lavatory. A few sponsors had to learn not to be patronizing.

Generally, however, this project brought out the best in sponsors. They maintained program standards and were proud to see their interns achieving so well. Some developed deep personal relationships with their students, advising them on college, meeting their parents at home, exercising with them at the Y, and otherwise becoming true mentors.

Of the group, 80 percent were willing to sponsor another handicapped intern. Two of the three holdouts disagreed with program goals and would not have been invited back, anyway.

The Mainstreaming Project also had a positive impact on school systems. For the first time, attention was drawn, however briefly, to the high ability handicapped student, and everyone involved became more aware of the positive attributes, gifts, and talents of physically disabled people. While expanded consciousness-raising is still called for in most places, some groundwork has now been laid.

The project had spillover benefits for the entire Executive High School Internships program at many sites. One coordinator used the expanded student population being served as justification for recommending a doubling of program enrollment with the addition of a staff member. The proposal was approved.

The program gained increased recognition through the Mainstreaming Project, which was variously praised at a superintendent's annual district-wide conference to establish management objectives for the year; mentioned in a district's "state of the handicapped" message to the school board; described at a meeting of the district's committee on the handicapped and advisory council on the handicapped; and featured in press releases, school district publications, and local papers.

Sometimes the gains were smaller but still rewarding. A previously resistant guidance counselor began to send names of intern candidates to a coordinator after noting that handicapped students were now being included. One special education director who heard the interns' presentation at the Council for Exceptional Children convention returned home, praising the project and citing it as an outstanding accomplishment to a state evaluator.

Most important, as a consequence of the Mainstreaming Project, every district involved has recruited handicapped students for subsequent semesters—another goal of the consortium—and coordinators are now counselling younger handicapped students so they can plan ahead to be interns.

Thus, all who participated—handicapped and nonhandicapped students, sponsors and their staffs, school districts—were enhanced by the experience. One final group, the project coordinators, also benefitted tremendously from the Mainstreaming Project. They amassed a substantial amount of information about working with physically disabled students, including awareness of architectural barriers, laws and regulations affecting the education of handicapped students, special education professional networks, community agencies, transportation for the handicapped, and the range of handicapping conditions that exists within the general categories of hearing, sight, and orthopedic impairment.

Hence, the project's most powerful impact on coordinators was attitudinal. As one relates:

> Many of the stereotypes were destroyed, and I recognized how competent and lovable handicapped people could be. In the past, when I visited a rehabilitation program for the physically handicapped, I would shudder at the "horrors" I saw and feel sorry for the people. Now I feel positive about the chances the handicapped have to learn to take care of themselves.

And another shares:

> I became more aware of the talents of deaf people. I was surprised at just how bright Anita and Mike [two interns] were.

That coordinator made a concerted effort to treat the handicapped and nonhandicapped students alike.

Coordinators also became more sensitive to particular behavior patterns of handicapped students. Said one:

> Planning and evaluating programs [as part of a district-wide handicapped education committee] did not allow us to deal with feelings. This program made me aware of the emotions of a handicapped student and how they differ from our regular students.

Another observed: "Some handicapped students use a cover-up of nonchalance which comes across as immaturity to the working world." Still other coordinators discussed becoming aware of handicapped students' needs for greater self-confidence.

Despite admonitions about mainstreaming expressed by project consultants during staff training, many coordinators now feel strongly, as a result of this undertaking, that mainstreamed experience can make the most important difference in handicapped students' internship performance. Said one coordinator:

> I now strongly support the idea of mainstreaming all handicapped students. I can see with my own intern [Nancy] how much damage the isolation has done—probably just as much as the handicap itself. She had not been around "normal" students and could only relate comfortably to those in wheelchairs.

intern selection

qualifications

The consortium sought handicapped participants for the Mainstreaming Project who could meet all standard obligations required of nonhandicapped Executive Interns. As stated in the memorandum of understanding for the Executive High School Internships program, they are:

- Commitment to a broad educational experience focussed on how organizations function and decisions are made
- Attending meetings and conferences with the sponsor with appropriate briefing on agenda and participants
- Completing special assignments for the sponsor and seeking additional responsibilities
- Meeting periodically with the sponsor to review learning experiences, seek advice on problems, and clarify assignments
- Demonstrating good work habits (e.g., promptness, dependability, adaptability, sensitivity, appropriate appearance)
- Keeping a daily log of internship activities
- Planning and conducting a seminar analyzing the sponsor's organization
- Returning to school periodically to share experiences with principals, counselors, teachers, and fellow students
- Preparing an end-of-term project which demonstrates what has been learned in the program and a summary of the internship for attachment to the student's school transcript

Coordinators seek students for the Executive Internships program who have demonstrated initiative, independence, maturity and poise, good communications skills, intelligence, interest in available or potential placements, and either a good academic record or strong potential. Besides those qualities, the Mainstreaming Project used selection criteria related to both gifted and hand-

icapped dimensions. The consortium initially sought students whose special gifts and talents could not be enhanced through the ordinary school program—those with intellectual giftedness, leadership and administrative talent, special academic abilities, creative or productive thinking, social giftedness, or talent in the arts. A student had to fit only one category in order to qualify.

Potential interns were to be identified through any two of these avenues: self-nomination or peer nomination; nomination by a community leader; faculty or staff recommendations; and, where appropriate, through scores on achievement, intelligence, and other tests. However, coordinators were cautioned that many such tests were inappropriate for hearing- or sight-impaired students.

Priority was to be placed on three conditions of physical handicapping:

Visual impairment, ranging from legally to totally blind.

Hearing impairment, from hard of hearing to totally deaf

Orthopedic impairment, from mild mobility problems to wheelchair confinement

The consortium was committed to finding students with severe rather than mild impairments who had sufficient prior mainstreamed experience to offer strong potential of success in the program. Specifically eliminated were learning disabilities and mental retardation because, in prior trials with such students, placement standards had to be altered drastically to accommodate them.

recruitment

Executive Interns are recruited and placed through a carefully structured process. Two to three months before the program is to begin, recruits are sought through nominations from principals, counselors, and faculty, as well as self-nomination. Coordinator and student presentations to classes, announcements in school publications and community media, and attractive brochures help publicize the program. A formal application must be countersigned by parent or guardian.

Coordinators screen applicants through individual interviews. Based on student interests and sponsor specifications, recruits are matched with interviews at several placement sites. Afterwards, students and sponsors indicate their respective choices, which are then paired by the coordinator.

Initially, coordinators expected recruits for the Mainstreaming Project to surface through these same channels, along with their newly-tapped special education networks. Indeed, where recruitment proceeded smoothly, special education personnel made the difference.

In a district where the special education director had already served as a

sponsor of several nonhandicapped Executive Interns, the project received full support. Special education staff identified candidates for interview by the coordinator, and some also participated in those meetings. Later, a departmental team accompanied the coordinator to inspect a site for architectural barriers.

In that district, however, the coordinator had to exercise care not to offend the guidance counselors, who considered themselves the main artery for Executive Internship recruitment. "You have to make sure your other relationships are maintained," advises the coordinator. "You have to keep your network together."

In still another district, the coordinator reported to the assistant superintendent for pupil personnel services, who also chaired the district-wide committee on the handicapped. Reports the coordinator: "This resulted in 150 percent cooperation from everyone, central staff to high school counselors of the handicapped."

One of the counselors helped a visually-impaired intern learn to used public transportation and guided him around the placement site for a day. The counselor maintained contact throughout the semester and helped him apply for rehabilitation funding to attend college.

"Still," recalls the coordinator, "to do the job right, placing two handicapped interns took me as long as ten nonhandicapped."

At a third site, the director of special education circulated an introductory memo about the project to staff and invited the coordinator to brief them at a meeting. Later, they assisted the coordinator in interviewing prospective interns and their parents.

"Those were the easiest recruits to get," recalls the coordinator, who subsequently placed two handicapped interns for the project. "With our regular student population, we have to fight for every recruit, because classroom teachers are counting those numbers, but the special education teachers don't seem to need to hold onto their students so tightly."

For other coordinators, the recruitment road was far more difficult. The problems they encountered were as follows:

Readiness: Because of limited prior mainstreaming, most handicapped juniors and seniors lacked the requisite social maturity for daily operation in a management-level environment. When school officials told coordinators they had no qualified upperclassmen and instead named freshmen and sophomores who would be ready in a few years, some were suspected of bias against the disabled. Once coordinators actually met the students, however, the socialization gap between most handicapped candidates and other interns became apparent.

Limited population: Two districts had very limited populations of severely handicapped juniors and seniors because upperclassmen are sent to special institutions in other communities for education and training. In one case, the students were scattered in residential facilities several hundred miles away. This problem was not anticipated when these districts volunteered for the project.

Terminology: The term, "gifted and talented handicapped," was new to all districts in the Mainstreaming Project, a circumstance not originally foreseen

by the consortium. Hence, considerable district-wide orientation was necessary.

Four districts' efforts were impeded by identifying the project with the gifted because project definitions of giftedness, derived from US Office of Education guidelines, conflicted with more narrow interpretations, based on test scores, which were prescribed by state education agency guidelines. Consequently, many otherwise eligible students were initially eliminated by teachers and administrators because of test scores. Once they dropped the "gifted" label and substituted "able" or "high potential handicapped," the confusion was largely eliminated.

The other phrase which caused difficulty was "severely handicapped". Encouraged to seek the most disabled students, coordinators initially overlooked individuals who were not totally deaf or blind or completely helpless in a wheelchair. Later, after placing some students with less extreme disabilities, they learned that handicapped students of whatever severity often came to the program with sufficiently difficult personal adjustment problems to make the experience challenging for both intern and project staff.

Administrative indifference: About half the coordinators found themselves without any assistance in seeking students for the project. Despite many verbal endorsements and considerable encouragement from central office special education administrators, they received little or no actual help in identifying candidates.

Explained one coordinator: "The central staffs in our district are as isolated as the special education students they serve and are handicapped, themselves, in that sense."

In one location, the top special education personnel were brand new appointees, busy learning their jobs, and unwilling to make the project a priority until the superintendent issued a directive to that effect. In at least three other places, special education or guidance positions were in jeopardy at the time because of reorganization or shifts in top administration. Consequently, everyone felt powerless to act. At still another site, special education officials insisted that they alone were qualified to screen and refer applicants, but none was ever produced.

Coordinators frequently found candidates by digging through the bureaucratic layers and locating someone in a resource or teaching slot at the school level who cared about students and saw the project as a real opportunity for them. In a few instances, they themselves happened to be physically handicapped, as well.

Inadequate records: Coordinators discovered that their districts often had incomplete files on handicapped students, especially those who had frequently been shifted around before reaching high school. Test scores, attendance records, and other background information were missing.

At least one district had not yet located its handicapped students in compliance with federal regulations. As the coordinator recalls:

> I thought I was just going to plug right into the computer and get names. We have thousands of dollars tied up in computers but I found out that we were not programmed for identification of handicapped students.

Lead time: Given the unforeseen obstacles—and the usual late funding notifications of the US Office of Education—most coordinators lacked sufficient lead time to manage the extra work as efficiently and comfortably as they would have liked. Instead, they tried to incorporate project recruitment into their regular schedules for intern selection, which caused strain in most places. As one coordinator explains:

> The semester before this project began, two highly able, visually-impaired students came into the program as part of our normal recruitment process. I just assumed it would happen again. Instead, I had a huge struggle finding anyone.

Another added:

> There are so many people involved with handicapped students—special education teachers, special counselors, and parents [because of federal regulations]. It generally meant five to six times as many contacts in the recruitment process.

finalists

Nationally, the consortium developed a pool of 44 handicapped applicants, of which 14 were placed. Shrinkage can be attributed to the following factors:

Immaturity. As discussed earlier, coordinators considered some students too socially or emotionally insecure to handle an unstructured program in the business world, which requires initiative, drive, and self-confidence. A few, who were juniors, opted to wait a year to participate.

Schedule. Prior enrollment in accelerated programs and heavy coursework to meet graduation requirements prompted a few students to withdraw their applications. One candidate faced three state exams and chose to remain in the classroom. A few students were scheduled for therapy or surgery and some had part-time job commitments that would interfere with the internship day.

Special needs. One candidate, a spastic quadriplegic, would have required a full-time attendant, for which funding was unavailable, so the student was eliminated. "He was the brightest student I interviewed," laments the coordinator.

Personal. Serious drug problems or emotional difficulties caused coordinators to eliminate two or three.

Parental consent. A few parents objected to the program, concerned about their handicapped children leaving the protected school environment, and refused to sign the permission form. Parental consent is a requirement for placement as an Executive Intern, as well as a federal requisite for participation of handicapped students in school programs.

results

Of the 14 students placed, there were 9 females and 5 males. Two came from an independent school for the deaf; the rest, from public schools in the 8 districts. Almost half were minorities—both black and Puerto Rican. A third were from low-income families and almost all were seniors.

Over half the group was orthopedically impaired—3 totally confined to wheelchairs, 2 using crutches and wheelchairs, and 3 ambulatory with mild to severe impairment.

About a fourth were hearing impaired, ranging from 65 percent loss to almost totally deaf. The others had visual impairments—from legally blind with corrective lenses and mobility problems to almost totally blind.

Relative to gifted and talented criteria established for the project, two-thirds clearly fit selection categories. About half (seven) were academically gifted, e.g., straight-A or honor students, valedictorian, candidate for salutatorian. Two were talented in the arts—one in vocal music and the other in commercial art. Two were sports stars—superior motor skills being a category of gifted and talented ability which is recognized by the US Office of Education but which was not included in the original selection criteria for the project.

Of the remaining six, most came highly recommended by teachers and counselors as having high potential for success in leadership or administrative roles.

Coordinators did have initial reservations about two students, placing them only after lengthy deliberation. One was a wheelchair bound intern whose Special Olympics sports activities would necessitate lengthy absences for practice and travel and who seemed immature for the program. Because all other candidates had been eliminated and the coordinator wanted very much to meet the district's obligations to the project, a calculated risk was taken—to the staff member's ultimate regret.

Another student, left with severe mobility problems from cerebral palsy, had serious emotional difficulties, as well, and lacked the basic academic and social skills necessary to perform at an Executive Intern level. Ordinarily, this student would not have been considered for the program, much less this project, but the coordinator was pressured by a guidance counselor. Fortunately, a unique sponsor provided the extra support necessary to sustain the placement, which survived on a month-to-month basis. Relative to its potential, this developed into a successful placement, though not technically one that fit project parameters.

Both experiences offer interesting insights for the potential adopter and will be described in greater detail in succeeding chapters.

placements

sponsor selection

Program guidelines specify that the Executive Intern will be afforded a view of the organization from an executive or management level and will be regarded as part of the professional staff, rather than as adolescent observer or clerk. Within this framework, three varieties of the internship role have emerged—the special assistantship, the rotational traineeship, and the administrative-service combination.

In the special assistantship, the intern spends virtually full time with the sponsor, attending internal meetings and conferences; sharing private reflective moments with the sponsor; and often becoming a kind of alter ego to the mentor. Gradually winning the sponsor's confidence, the intern often becomes privy to information about personnel problems, political or business strategies, bids on contracts, or other matters requiring trust. As the relationship develops, the intern is assigned a variety of responsibilities, such as following up on telephone calls, gathering information, preparing short reports, and even representing the sponsor in certain situations. This gives the intern hands-on experience as part of the administrative staff.

The student with a rotational traineeship spends time in various key departments of a large organization as the sponsor's representative. This type of placement gives an intern perspective on the entire organizational structure and exposure to a variety of people. Opportunities are also available for short-term assignments. This type of placement is typical of hospitals and department stores.

Common to social service agencies, the administrative-service combination divides a student's time between management and direct relationships with clients. For example, an intern in a child care center would spend part of the week with the director, learning about budgets, personnel policies, parent relations, and other organizational matters. The remainder would be devoted to working with young children in a teaching capacity under the supervision of a staff professional.

In the Mainstreaming Project, the placements were about evenly divided between special assistant and special agent internships.

Sponsors—the individuals who serve as mentors for Executive High School Interns—are carefully chosen on the basis of criteria which have been tested over an 8-year period. Coordinators look for individuals with open personalities who relate well to young people and are sufficiently senior in the organization to offer a broadly educational experience. Sponsors must have integrity and a commitment to spend personal time with the students. They should be able to envision ways in which the intern could be involved in professional-level activities and assignments, for the placement must involve participation, not just observation. In addition, according to the memorandum of understanding, sponsors have an obligation to:

- Expose the intern to organizational dynamics and decision-making situations.

- Brief the student about organizational priorities; major programs, products, or services; operating budgets or financial statements; organizational structure; and career opportunities at management levels.

- Schedule the student to accompany the sponsor to meetings and conferences and undertake staff-level assignments.

Specifically prohibited are make-work tasks and clerical duties not performed by administrative-level staff.

For the Mainstreaming Project, coordinators sought sponsors, either new or experienced, who met general program criteria and would maintain the same performance standards for handicapped as nonhandicapped interns. Their environments had to be barrier-free, where appropriate. Also desired were sponsors whose fields would not reinforce stereotypical career patterns of the handicapped, e.g. teacher, sheltered workshop employees, newsstand operators.

Sponsor recruitment was relatively simple. In all but two instances, sponsors were chosen from fields matching students' career interests or suggested by coordinators to broaden student horizons. Most sponsors (9 of the 14) were new to the program. Three sponsors' organizations had previously participated—a staff attorney with a county legal services agency; the music director of a large, network-owned radio station; and the coordinator of volunteers for a municipal corrections department. The others were total neophytes to the internship—the director of a hospital pharmacy; coordinator of equal employment opportunity for an aerospace corporation; director of the medical illustration unit in a medical school; manager of letters of credit for a large branch of one of the biggest banks in the world; director of a state department of rehabilitation; and counselor with a county youth services agency.

The five veteran sponsors were the comptroller of a multi-county agency disbursing federal funds; director of business services and finance of a community agency; education director of a hospital; legal services director of a municipal corrections department; and a radio station manager.

placement quality

Placements in the Mainstreaming Project presented three general levels of articulation with nationally published standards for Executive High School Internships. Using a strict interpretation of those standards, 5 of the 14 subjects had outstanding Level 1 internship placements, closely approximating a model Executive High School Internship. Another 6 functioned at Level 2, deviating somewhat from the model but meeting program criteria a significant

portion of the time and producing substantial growth toward program goals within the students. Three situations have to be placed at Level 3, because they so clearly departed from program standards. However, these experiences have a valid place in an experimental project designed to explore options and produce new information and insights for potential adopters.

With such limited numbers in the total project, however, statistics are less useful than the history they represent. Therefore, the remainder of this chapter will present summaries of the placements in each category.

level 1

The five internships in this group were outstanding in the variety of management-level experiences provided for the students, who ranged from mildly to severely handicapped and included three minority interns. Four of the five sponsors were new to the program.

LeeAnn, walking with a spastic gait from cerebral palsy, interned with the coordinator of equal opportunity for a major aerospace corporation. She attended staff meetings, helped present the company's affirmative action plan for the handicapped, and researched job descriptions for the company's summer youth employment program.

• • •

Henry, legally blind from glaucoma with thick corrective lenses and some mobility problems, interned with a radio station manager. He broadcast the news, helped select music for airing, recorded commercials, accompanied salesmen to client meetings, attended staff meetings, and obtained a night job as a disco DJ through contact with a station advertiser.

• • •

Jonathan, wheelchair bound from a swimming accident, was placed with the director of legal services of a municipal corrections department. He attended courtroom trials, toured prisons, and learned to do basic legal research.

• • •

Nora, confined to a wheelchair as the result of an automobile accident, interned with the director of a medical illustration unit in a medical school. She worked directly with doctors, scientists, and other clients, fulfilling requests for exhibits, charts, slides, and illustrations for technical and scientific books.

• • •

Sarah, growing totally blind from an hereditary disease, interned with the

staff attorney of a county legal services agency. Specializing in family law, she attended court hearings, reviewed and analyzed spouse abuse cases, and prepared a questionnaire for interviewing clients in dissolution of marriage cases.

level 2

The six Level 2 internships represent a mixture of experiences which at certain points approximate the model but fall short of providing total conformity. Two placements involved experienced sponsors; the rest were new.

The sources of their deficiencies are enlightening, because they reflect the range of problems that can develop with any Executive Internship. Specifically:

Immaturity of the student—intern asides to gain attention and other childish behavior

Sponsor ambivalence about program goals—sponsor resistance to the Executive Internships model of a staff-level role and broad administrative exposure for a high school student

Limitations on sponsor's position—sponsor's job lacking in sufficient breadth and flexibility to provide an eclectic experience for a student

Abbreviated placement—summer providing too short a period for more than an observational internship

Realities of work—intern's expectation of glamour from a placement and confrontation with daily routine

Restrictive regulations—union rules and government regulations limiting interns' opportunities for participation

Such imperfections do not invalidate the Level 2 experiences, however. Given recruitment obstacles and lead time restrictions faced by most coordinators, these placements constitute important initial efforts, and the lessons they offer would-be adopters are highly useful.

Carey, using both wheelchair and crutches, interned with the comptroller of an agency disbursing federal funds to an 8-county area. He worked directly with staff accountants, learning about funding for college students and aging and manpower programs. Lacking maturity, he made inappropriate comments to staff, so the sponsor gave him task-oriented, low visibility assignments. However, Carey liked the placement, and the sponsor ultimately helped him land a summer job with an accounting firm.

• • •

Charles, in wheelchair and on crutches from spinal biffida, interned with the music director of a large, network-owned radio station. Anticipating glamour from the placement, he was disheartened with the detail work and his exclusion from on-air operations because of union regulations. The sponsor, assigned the internship by a superior, felt uncomfortable with a disabled, minority youth. While he would not choose that spot again, Charles feels he benefitted from exposure to the broadcast industry, an experience that broadened his horizons beyond the inner city.

• • •

Anita, with severe hearing loss from rubella, interned with the coordinator of volunteers in the rehabilitation unit of a municipal corrections department. With her sponsor, who knew signing, she toured prisons and interviewed deaf inmates, and taught sign language to volunteers. Because of the executive's relatively restricted job in the organization, intern and sponsor did clerical work about half the time. Nevertheless, Anita valued her close relationship with the sponsor and credits the experience with giving her confidence to attend college with hearing students.

• • •

Mike, almost totally deaf, interned with the head of a hospital pharmacy. He helped package and distribute drugs, observed the operation of a hospital pharmacy, and learned about the nature and effects of particular drugs. His scope of activity was limited by three factors—the staff's initial discomfort with a deaf person's speech; federal and state laws regulating pharmacy personnel; and, most damaging, the sponsor's conservative view of what a high school student should be allowed to do in his shop. However, Mike's father, a medical school professor of pharmacy, felt the experience was valuable in crystallizing his son's interest in the field.

• • •

Darlene, who walked with a cane and had a spastic gait from spinal biffida, had a six-week summer Executive Internship in a hospital. She rotated among several departments, but her activity was confined to observation because of the shortened duration of the placement. Even that brief period brought significant developments, however, An orthopedic surgeon, starting a spinal biffada clinic, provided the first complete picture she had ever had of her own handicap. She gained confidence and her perspective on medical careers became broader and more realistic.

• • •

Helen, with 65 percent hearing loss and substantial speech impairment, was placed with the head of business services and finance of a community agency. Shy and fearful of rejection by hearing people, she was given clerical tasks at the beginning and was encouraged by the sponsor and coordinator to communicate with people. By the end of the term, she was attending meetings, had made a seminar presentation, and had grown into a poised, secure young woman who could relate to the hearing world.

Level 3

Three placements fell so short of program standards that they must be classified as Level 3. However, they do provide valuable lessons for anyone grappling with the problems of mainstreaming the handicapped into education or employment.

Two of the placements were so completely confined to productive clerical work that the students were exploited and had no opportunity to develop a broad organizational focus. In both instances, the sponsor must accept a large measure of responsibility for the deficiencies. One supervisor, a stand-in sponsor, did not support the program's objectives. Another sponsor misconstrued the program's thrust as vocational skills training. In both situations, however, the particular students placed there probably could not have functioned effectively at more professional levels.

The third placement involved an intern who was totally unqualified for the program but was accepted because of guidance counselor pressure and sponsor willingness to tackle a very challenging situation. While the coordinator would not repeat this experience, it provided instructive insights for the project.

Nancy, wheelchair bound from Charcot-Marie-Tooth disease with no use of legs and little arm control, interned with the state director of rehabilitation. Emotionally immature and dependent, she lacked career goals. Her membership on a Special Olympics team necessitated interrupting half the internship for practice or travel, and she had regularly scheduled therapy appointments when in town. The sponsor, who traveled most of the time, delegated responsibility for the intern to an administrative assistant, who felt the program's goals were too ambitious for even the most able high school student. Hence, Nancy was confined to clerical tasks, which satisfied her. Ultimately, she began to develop some limited career objectives.

• • •

Judy, almost totally deaf, interned with the manager of letters of credit for a large bank. In this narrowly vocational placement, she learned to type letters into a computer linked to the bank's branches worldwide. The sponsor understood his responsibility as exposing the student to the world of work and equipping her with a marketable skill. The intern, with very limited lipreading skills, liked the placement, and she now works there full-time in the same capacity.

• • •

Patricia, walking with a severe spastic gait from cerebral palsy, had serious emotional and family problems and lacked any qualifications in the gifted-talented-high ability categories but was placed with a counselor on a youth services agency staff. Under constant supervision, which was required,

Patricia accompanied the sponsor on client calls and agency visits; counselled a wheelchair-bound student; attended some staff meetings; and did clerical work. She had poor judgment and sometimes caused problems with other employees. With counselling and constant attention, however, she made some limited gains including a somewhat improved personal appearance; increased empathy for others and less self-pity; and neater written work.

special services

Provision of a "free and appropriate education" for the handicapped, as required by federal law, necessitates development of adequate support services to ensure equal access to all programs. Therefore, coordinators had to ascertain the special needs of their handicapped interns, whether for transportation, barrier-free work environments, large print materials, interpreters, appropriate clothing, lunch funds, mobility training, personal counselling, or overall support and encouragement, particularly at the outset.

transportation & access

Perhaps the most formidable challenges came in arranging transportation and access to buildings for the five students in wheelchairs. One school system extended to the internship program its already established policy of reimbursing special education students for taxis to school. However, the intern could not maneuver unaided between two doorways at the entrance to a supposedly barrier-free county building, and staff assistance had to be provided.

In another district, the student already drove a van equipped with hydraulic lifts and hand controls and was proud of her independent mobility. However, a ramp to the internship building proved to have a dangerous incline, so a staff member had to park the student's van each morning and retrieve it from the parking lot at the end of the day.

At a third site, the student commuted via the school district's bus for handicapped students in work experience programs. However, the transportation schedule already in force necessitated compressing the internship day into a 10-to-3 framework. Restrooms on the floor of the internship office proved to be barrier-free, but those on other floors where the intern had business were inaccessible.

A fourth district presented the most serious obstacles. Coordinator requests for information on transporting two wheelchair-bound students through board of education contractors were continually ignored by the special education bureau. Finally, in desperation, a sponsor telephoned the mayor's office and suddenly the coordinators were invited to meet with those controlling van schedules and arrangements.

Nevertheless, the problems continued. Pick-ups were routinely late or nonexistent, endangering wheelchair-bound students on deserted inner city streets. On other occasions, the vans took them to their placements but failed to reappear at the end of the day, forcing sponsors to send them home in taxis.

Sometimes, two vans came for the same pick-up.

When a coordinator called the van operator to curtail service for three days while the intern attended an out-of-town conference, he was harassed by the dispatcher, because the contractor was paid by the pick-up, whether or not the client was there.

The students affected learned to call dispatchers and press for their own needs, along with the coordinators, and after a month, service became more regular. However, both students had to settle for a shortened internship day, one being picked up at the placement at 3:30 and the other, at 4 o'clock. Ironically, the van system was investigated by city officials shortly after this project ended.

Unravelling transportation difficulties consumed countless coordinator hours. Commented one, philosophically:

> Once you're committed to solving kids' problems, you take on transportation as just one more hassle. This time I became generally incensed with the bureaucracy and refused to give up until we had won the battle.

Nowhere was van service available for sponsor interviews at the beginning of the term or for Friday seminars, which were held at a different site each week. A coordinator who personally drove the intern to and from home on Fridays became outraged when the student's mother refused to assist in any way. The coordinator recalls:

> She gave the program verbal support but made it quite clear that she was busy with another child and her social activities, and that the school was responsible for all services. I never knew a wheelchair could be so heavy. You want to be helpful, but then you get so mad and start resenting the whole situation and wonder, "Why am I doing this?"

In another district, the project grant was used to underwrite taxis to weekly program seminars. The students negotiated their own cab rides, giving them some control over their own lives. However, they also saw empty taxis refuse to stop because they were in wheelchairs or were hassled by drivers after giving their inner city addresses.

The more ambulatory orthopedically-impaired students posed fewer challenges. An intern with severely cripped legs from cerebral palsy drove her own car until it was demolished in an accident. Thereafter, the sponsor provided transportation to and from the placement and fellow interns helped out with rides to Friday seminars.

An extra telephone was installed at the desk of another intern with slight mobility problems from cerebral palsy. A student on crutches, who interned at a hospital, got a special observation perch in surgery to compensate for balance problems.

counselling

Besides the environmental obstacles to full participation by handicapped individuals, coordinators had to deal with the emotional problems that some students brought to the program. Several interns were in unstable foster homes or unfavorable natural parent settings and required extensive counselling and support. In one instance, an overprotective mother, going blind, encouraged rivalry between the intern and a nonhandicapped sister. At the request of the coordinator, the family minister provided counselling for the student.

A hearing-impaired intern, who lived with a grandmother, suffered from the psychologically devastating effects of having been thrown out of a window by her mother and having a father who cared to see her only two weeks a year. Another student had been through a long series of unpleasant foster care experiences, including a rape incident, before being successfully placed with a family. One coordinator had to intervene on an intern's behalf when foster parents tried to prevent state rehabilitation officials from approving the student's application for college.

Even in the absence of extreme situations, most coordinators had to spend extra time orienting and supporting their handicapped students, because they were generally less mature than their peers. Coordinators attributed this gap to the long-term isolation of handicapped students from the rest of society.

other needs

Additional services were furnished as needed. For a severely visually-impaired student with a law placement, large print materials were obtained from a state commission on the blind. A legally blind student was given mobility training on public transportation and at the internship site by a high school counselor for the handicapped.

Severely hearing-impaired students had problems comprehending seminar discussions, especially with the advent of new speakers almost every week. A coordinator or fellow intern remouthed some of the words, which helped, but something was usually missed in the translation.

A few interns from low-income families required financial assistance to participate in the program. Project funds underwrote lunches and transportation for a handful, and a coordinator obtained PTA monies to provide clothing for one student.

case studies

law

legal services agency

When Sarah, who is going totally blind from an hereditary eye disease, told the coordinator she wanted to teach the handicapped, he suggested a law placement, instead. "I tried to steer her away from the stereotypical placements for blind people and open up new horizons," he explains. That was how Sarah, whose eyes roll and eyelids droop when she looks at you, came to an internship with the family law unit of a county legal services agency.

With her female attorney sponsor, she attended hearings on custody, paternity, and divorce, and prepared a manual for the unit. She also designed a questionnaire for interviewing clients in dissolution of marriage cases; created a flow chart for the handling of cases; and surveyed confidential files on battered women and men.

When reading volumes of normal size print caused severe eyestrain, some of her legal materials were reset in oversized type by a state commission on the blind. Otherwise, no special accommodations were needed at the placement. She was driven to the internship and seminar sites by her family.

"I wanted a large organization, not just a small law firm," reports Sarah. "I didn't want to deal with just one type of law. Here I can ask questions of people in other units."

Her greatest surprise was observing witness behavior in the courtroom. "Some people don't perform well under pressure," she observed. "They get things turned around and make fools of themselves. After the judge swears them in and they have to talk into the microphone or repeat something for a reporter, they get nervous."

Sarah also gained insights into the functioning of an organization. "I discovered how frustrating it can be when you have to wait for approval before moving ahead on something, and those who do the approving don't or won't take the time to do it," she wrote in her log.

Another day she observed: "During our unit meeting I had a chance to see a supervisor's careful handling of people with two opposing views."

An honor roll student, Sarah was a self-starter in the placement. "She always found things to do, even when there were some lulls in the workload," reports the sponsor. Her agency had previously placed several Executive Interns, but it was this particular attorney's first venture into the program.

"I had a hard time remembering that Sarah had handicaps," recalls the sponsor. "Her social skills were very good."

Sarah's special project was the development of a dissolution of marriage questionnaire in cases involving custody disputes. This required a review of

substantial portions of the state civil code. She also developed a questionnaire on adoption "and I learned how agonizing it is to find all the necessary sources of information."

"My goal was to make Sarah feel like a self-sufficient member of the unit," reports the sponsor. "She learned to unearth relevant statutes and had a really good grasp of the issues we deal with. I've had college graduates and law students working with me, and Sarah could keep up with the best of them. She picked up on things quickly and did a lot on her own. She seemed more on the gifted side than the handicapped."

As a tribute to Sarah's effectiveness, the agency staff celebrated her graduation with a party. She also found gratification in her daily responsiblities. "The work I have done for clients is just beginning to show results," reads one day's log. "It's a nice feeling to know something I did accomplished results, even if they weren't exactly what we wanted."

Sarah, who has lived in a succession of foster homes, not all pleasant, is now in a stable family environment. She has known from an early age that she would eventually become totally blind from a disease that afflicted a grandfather, two aunts, her mother and sister, and several cousins. Therefore, she has learned braille, caning, and the use of an opticon reader, and she is well acquainted with public and voluntary health agencies that can later be of assistance.

Her education has been divided between schools for the blind and mainstreamed public school classes. She found handicapped classes academically unchallenging, but the mainstreamed environments presented other problems. "At first, the kids thought my eyes did funny things, and for a year they didn't talk to me," she recalls. Eventually, she made friends, "but they're all girls," she laments.

Now a freshman education major at a state university, she also has a newly-developed interest in law that may someday be rekindled.

criminal justice system

Confined to a wheelchair since breaking his neck in a swimming accident 8 years before, Jonathan interned with the legal services director of a municipal corrections department. The sponsor, a veteran of the Executive High School Internships program, provided a well-rounded placement with opportunities to view court in session, attend conferences with judges, tour city correctional institutions, attend staff meetings, and help prepare legal briefs. Jonathan also completed a course in basic legal research methodology offered by the department.

A 19-year old Puerto Rican from a low-income inner city family, Jonathan was interested in a computer-related career. The internship sparked his interest in utilizing computer training for a law-linked career, perhaps specializing in employment discrimination against the handicapped.

During the program, the staff witnessed a total metamorphosis in

Jonathan's attitude toward life. He had emerged from three years' hospitalization bitter that doctors had given up on his ever walking again, and he entered the program very negative, slumping in his chair, scowling, and expecting others to coddle him. After a few weeks as an Executive Intern, however, his posture had improved dramatically, and he was bright and enthusiastic.

Jonathan's sponsor made the difference. "When Jonathan came here, he told us about his urinal bag, but I said, 'No way. We're going to treat you like a man,' " recalls the sponsor. "So, when he had to use the men's room, one of my staff or I would wheel him in and hold him up so he could use a urinal like the rest of us. He stood tall, like a man. I don't think anyone had ever done that before." The sponsor also visited his home and worked out with him at the Y.

The sponsor used this placement to call the city's attention to architectural barriers at the municipal court building, where his office is located. As in many such buildings, its entrance is separated from the sidewalk by a pyramid of steps.

"Jonathan arrived in deep snow, and we had to carry him up some steps and into the basement freight elevator. It's dingy down there. So, I called the appropriate city office, and now this will be the first building in the municipal court complex to have a ramp." That ramp was subsequently installed.

His sponsor's advocacy spirit rubbed off on Jonathan when trouble arose over transportation to the placement. For the first three weeks, there were constant hassles with the board of education's transportation contractor. Some days, the bus did not come at all and Jonathan was stranded, so he learned to call the dispatcher himself to press for service. Then the company put him on a routing that would have required two hours' commutation to the office, and the coordinator had to intervene.

Jonathan also related this story:

"One morning the driver said, 'Look, tomorrow, don't plan on going to your office, because we're going to have a party.' I really got angry and said I had to be there. The next morning two new guys drove up in the van. They didn't know how to get to the courthouse. It's a good thing I had some idea, though I wasn't really that sure, myself. Then, at the end of the day, they never came to pick me up. My sponsor had to send me home in a cab. We tried to recover the fare from the company, but no luck."

The sponsor had to provide cab fare a few more times until a suitable schedule was negotiated. Eventually, the intern was able to maintain a 9:45 AM to 3:30 PM internship day.

Jonathan's mother was one of many to note his marked personality change. "When I got a notice about this program addressed from the board of education, my mother thought I was getting another threatening letter from school about overdue library books," joked the C student, who was not particularly motivated academically. He was recommended for the program by a classroom teacher. "Now I come home and tell her about my day, and she sees that I like it."

Jonathan organized a seminar for his internship group around the theme, "spend a day in jail". An officer of the court briefed them on the judicial system and job opportunities in the criminal justice system, followed by a tour of a correctional facility and an orientation to its programs.

The sponsor, who ultimately offered Jonathan paid post-graduation employment, presented him with a special certificate of achievement at the end-of-term recognition ceremony held for all interns, and the student received a standing ovation. The intern left with a new, determined outlook on life, and he is now studying computer science at a community college.

"Jonathan had lots of personality," adds the sponsor. "He came to us a very defensive person. He was overprotected by his mother, like a lot of these kids, but here we didn't treat him like a handicapped person. He was another member of our staff who just happened to be in a wheelchair."

radio

small station

"We've never looked upon Henry as having a visual impairment," reports his sponsor, general manager of a radio station. "He has performed as well as anyone we've ever had here."

A three-year sponsor of Executive High School Interns, he was attracted by Henry's aspiration for a radio career.

"He carried out every assignment totally," reports the sponsor, who manages a black-owned radio station that is part of a larger broadcasting chain. "He got along well with the staff. He became familiar with every aspect of the station. We've done nothing exceptional for him—nothing that we would not do for another Executive Intern."

Legally blind from glaucoma, Henry, who is also black, wears thick corrective lenses and has some limited mobility problems. He required about a week to become acclimated to his new environment, located on one, barrier-free level of a building. A school counselor of the handicapped provided mobility training, accompanying Henry from home to placement on the bus and guiding him around the station for a day. After that, Henry was on his own.

"I'm a music freak," grins Henry, who plays guitar and keyboards. "The DJ's used to talk all kinds of stuff on the radio. I really got excited about radio and wanted to get into it."

At the station he rotated around various departments, going out with salespeople on client visits, selecting music for airing, spending time in programming and production, and eventually doing short newscasts. In production he learned how to handle equipment, make tapes, and use a microphone professionally. He made several commercials, memorizing the material because it was difficult for him to read. "They played my commercials over the air, and it made me feel really good," he wrote in his log.

Henry learned not only about radio but also about business in general. As he wrote in his log: "Today I went out with the salesmen and met lots of people. Everyone was handled differently. I learned a lot of things about how to talk to people and get along with them."

He spent elementary school years in a special education facility, attending mainstreamed classes thereafter. As a junior, he was evaluated at a state rehabilitation center for a month. Prior to the internship, state officials had refused his request for rehabilitation support to study broadcasting because, he was told, he was not employable in the field. The internship was pivotal in persuading them to reverse that decision.

This student experienced another brand of discrimination prior to program entry. He failed a proficiency test in English, denied the extra time legally mandated for sight-impaired students to complete the exam. Only when a counselor intervened on his behalf was Henry allowed to retake the test, with sufficient time, and he passed.

Henry, who has lived both in a foster home and with his mother, comes from a background of limited means. However, he is also resourceful, having landed a job as a disco DJ through one of the radio station's accounts. He later parlayed that into another club job.

He also produced a disco at school, practicing on two turntables at home. "I just talked some stuff to the people," he reports.

Relatively nonmotivated scholastically, Henry was a C student recruited on the basis of strong potential in administration. He was highly recommended by a counselor, who later felt that his promise had been realized in the program. "For three years, I had seen only glimpses of initiative and motivation from Henry," he said. "Here in the program I have seen that expanded. He's been telling people for years that he wanted to go into radio. Now he has proved he can qualify in the field."

Following the program, Henry characterized his level of motivation as having changed dramatically. "I find myself more interested in school than ever before, now that I know what it takes to be a radio announcer."

The counselor who encouraged him so much was subsequently laid off in budget cutbacks, but Henry is now pursuing studies in broadcasting.

large station

Charles, a black, 19-year old, orthopedically handicapped junior from a low-income neighborhood, came to the program with musical talent but below-average grades. As a youngster, he had undergone surgery, the result of spinal biffada, which left him alternating between crutches and wheelchair.

In grade school, he attended special classes. Beginning with junior high, he was mainstreamed part-time into the regular school program.

Aspiring to be a disc jockey and singing semi-professionally with a male vocal group, he interned with the music director of a large, network-owned radio station, choosing that opportunity over a smaller independent station because of its prestige.

From the outset, problems arose over which Charles had little or no control. Difficulties arranging for transportation with the school district and a number of "snow days" that closed school delayed placement start-up for almost a

month. Then, the day before kick-off, the sponsor attempted to withdraw without explanation. The coordinator persuaded her to honor the commitment, but the match never proved satisfactory, despite numerous follow-up conferences.

Within the sponsor's department, Charles found himself doing detail work that seemed more tedious than glamorous—tallying telephone requests for songs; polling record stores for top 25 sellers; contacting promoters about album releases, concert dates, and artists' backgrounds; and taking care of details for promotional contests and give-aways.

Charles' dream of hanging out with the disc jockeys and other on-air staff was thwarted by union rules prohibiting even his presence in the control room. Viewing a rehearsal of NBC-TV's "Saturday Night Live" show proved only temporarily consoling.

The sponsor felt as frustrated as Charles. She had been assigned responsibility for the Executive Internship by her boss and felt she had joined the Mainstreaming Project without sufficient forethought.

"It was strange for me," she recalls. "I had never before worked with a high school student or with anyone handicapped." A recent arrival from another part of the country, she also lacked experience with inner city minorities.

"I was reluctant to ask Charles to do things," she admits. "I couldn't get close to him, and I don't think he felt close to us. He was so shy. There's a lot of running around here. It's very frantic with lots of pressure."

Transportation hassles continued for a month, with pick-ups frequently late or not made at all. Nevertheless, the sponsor apparently was unaware for a long time that Charles was having problems. "He was always on time," she recalls.

"I saw him eating a Twinkie for lunch one day and I wondered about it, but I didn't want to say anything," continues the sponsor. The coordinator subsequently arranged for a modest subsidy to cover lunch expenses.

Numerous conferences between coordinator and sponsor brought little change. The sponsor found Charles failing to complete assignments, which he considered irrelevant, and the placement modifications she attempted failed. "He wanted to go to the traffic department, but they were in an upheaval," she recalls. "We're highly departmentalized, and I didn't have the flexibility to move him around."

Why didn't the sponsor just cancel out? Guilt, in part. "Sometimes I felt really patronizing," she reports. "I knew he came from a poor family and I wanted his life here to be good. He never complained about anything."

The coordinator tolerated the situation partly because of the late start-up and because Charles wanted very much to remain, despite the shortcomings. In retrospect, the coordinator feels Charles would have benefitted more from the smaller station he initially rejected and now wishes he had exercised more influence over the student. "Charles wanted the glamour of a network station. If I had it to do over again, I would steer him in the other direction."

Now the sponsor has another Executive Intern, an outgoing white, nondisabled student with whom she enjoys good rapport, and the station has developed some guidelines for the placement. Meanwhile, Charles is finishing high school, more motivated about studies now that he is determined to be a disc jockey.

While he would not want to return to that station, he still feels positively about the program. It meant getting out of his neighborhood and into the downtown business section of the city. It brought new experiences—learning to take cabs, ordering in restaurants, staying at a hotel during the project's midyear conference in Kansas City, and fending for himself when the bus company defaulted. He also had some opportunities for career exploration.

"Now I've had a chance to see what it's really like in a radio station—the problems they go through and the decisions that have to be made. I could never have done that in school."

personnel

LeeAnn, an Executive Intern with the director of equal opportunity of an aerospace corporation, came to the program via standard recruitment procedures without making an issue of her handicap. This black senior with an A average was qualified in every way for the Executive Internship. An honor roll student, she belonged to the school pep squad and came highly recommended by teachers and counselors.

Walking with a spastic gait, the result of cerebral palsy, she nevertheless had unlimited ambulation and was the least disabled of the project participants. However, the affliction had had some impact on her life.

As a youngster, she attended a special education school outside the district, underwent four operations, and wore braces for two years. After special therapy and swimming classes had strengthened her ability to walk, she entered public school, beginning with fifth grade.

"A lot of people stopped me and asked how my legs got that way," she recalls. "At first, it bothered me that I was different. I told the doctor and he said just to explain." She credits a close relationship with the doctor and parental encouragement with helping her overcome social stigmas connected with the disability. During the internship, she continued to see a private therapist monthly and followed an individualized program of exercise.

LeeAnn's interest in a business career led her to the Executive High School Internships program. It was the company's first experience in the program, and LeeAnn found herself with three mentors—the coordinator of equal opportunity, a black woman, who was her actual sponsor; the division manager for community interface programs, also black and a former high school football coach in the district; and the sponsor's husband, manager of support operations and sponsor of his own Executive Intern. This gave LeeAnn several minority role models in business.

"What LeeAnn got from this program she will take back to the other black students in the district," explains the sponsor. "We made that a condition of the placement, and that was her commitment."

The sponsors regarded LeeAnn as a management trainee and gave her real responsibility under supervision. "She had to learn business procedures and be able to function," adds the sponsor. "Otherwise, there would have been

strain in the group. I didn't want the staff to think, 'We have to babysit with this kid'."

LeeAnn helped monitor the company's career development program for minorities, attended affirmative action meetings, and prepared a specifications package of talent and skills needed in the company. She also developed job descriptions for the company's summer youth employment program, made motivational presentations to junior high school classes in conjunction with company staff, and participated in the department's presentation to management of an affirmative action plan for the handicapped.

New insights came during meetings about personnel layoffs; her office later assisted those individuals in relocating.

She also learned some technical skills—how to prepare an effective business letter and use charts to communicate information at staff meetings.

To eliminate unnecessary steps, the sponsor had a telephone installed at LeeAnn's desk, and she was encouraged to speak up if fatigued from walking. However, "She never asked for any special consideration," recalls the sponsor. "She always said, 'Let's go'."

The sponsor was enthusiastic about her first experience with the program. "You have to adapt to sharing your work with an intern and explaining what you do to someone else. You become conscious of sequence. It's intensive, but very rewarding."

As chairperson of the intern seminar committee, LeeAnn organized a Friday meeting at her company for the group. She handled all arrangements—speakers, a film, parking permits, a tour, and, most difficult of all, security clearance for the interns. "She really saw what it was like to fight the bureaucracy on that one," adds the coordinator. A stellar seminar panel included, besides her sponsor, the mayor, superintendent of schools, and chamber of commerce president.

Because LeeAnn was recruited through normal channels and was not treated differently from other interns in the group, the coordinator felt reluctant to tell her about the Mainstreaming Project or ask questions about her disability. When the project director and evaluator made site visits, however, they found her very receptive and responsive.

LeeAnn's mother observed her daughter grow more poised and confident in the program. The student discussed her daily experiences at home, a radical departure from being in the classroom.

Having graduated from high school, LeeAnn is now studying business administration at a state university, and her outstanding performance with the company has paved the way for placement of other interns there.

commercial art

Nora, artistically gifted and a straight-A candidate for class salutatorian, interned with the director of a medical illustration unit in a medical school. Wheelchair bound since seventh grade from an automobile accident that

killed her mother, Nora had a very independent, positive attitude toward her disability.

New to the program, her sponsor was recruited in response to Nora's interest in a career in medical illustration. Within the unit, Nora functioned as both professional trainee and staff member. Working alongside artists with at least one year's medical training, Nora began transforming her artistic skills into the technical specifications of the unit's clients. Later, she worked directly with the clients themselves—primarily doctors, scientists, and professors—filling requests for book illustrations, charts and exhibits, TV cards, and slides.

Besides spending time at the drawing board and with clients, she participated in a class on prosthetics for plastic surgeons taught by her sponsor. In addition, she was exposed to decision-making processes related to personnel administration, distribution of materials and supplies, and allocation of workloads.

Able to drive a specially equipped van to her placement, Nora had no transportation problems. However, a ramp at the entrance to the supposedly barrier-free medical building proved hazardous, and Nora required daily staff assistance to park her van and enter and leave the building. Nora's presence, and that of a handicapped employee, caused faculty to consider rebuilding the ramp leading to the parking lot.

Within the unit, she had total accessibility except for lavatories, which required assistance, and the revolving door to a darkroom, which she eventually entered by being wheeled in on a secretarial chair.

The sponsor, who had positive prior experiences with college interns, emphasized to Nora the importance of relating well to clients.

"You can be a terrific artist, but the key is fitting your artistic talents to client needs. You have to convey the kind of message the client wants to communicate," he explains. "We have also been taking Nora's ability in art and sharpening it into commercial art skills."

In addition, he advised her on college programs in the medical illustration field.

Nora's father and stepmother were supportive of her entry into the Executive High School Internships program. "They didn't want to hold me back," she reports. "They think it's important to be out in the community. You don't see that many people in wheelchairs out there. I plan to be very independent."

Nora also insisted on self-sufficiency within the internship group, where she was well received. "If a person allows herself to be babied, then people will do it—and eventually get tired of it, too," she insists. The one time she did accept a lift was over the bank of steps leading to the state capitol during an internship group tour. "Where we go, she goes," declared one of the other interns, as they raised her over the barriers.

For her internship seminar, Nora and two other students developed a management case study and presented it to the group for debate and deliberation.

Nora felt the most significant part of the program was "learning the importance of getting along with people," and the coordinator felt she gained self-confidence and poise during the semester.

Nora is now pursuing studies in medical illustration at a state university.

health

medical

Darlene was the only Mainstreaming Project participant to have a summer internship. She participated as recipient of a $300 award to be used for exploration of a health career. The intern was one of 15 winners of the stipend, given by a local chapter of the American Heart Association, which helped her defray costs of transportation, meals, and program incidentals.

An honors student with particularly high grades in science and math, Darlene was born with spinal biffida, which has left her with a severe limp, use of a cane, and inability to control her bladder. She was placed with a highly-rated, church-affiliated hospital, where she had an opportunity to rotate through various departments from labs to surgery, autopsy, emergency, pediatrics, and psychiatry, primarily as an observer.

Unlike the other Executive Interns, she did not learn about the administrative end of the organization, nor was she expected to carry out assignments, because of the abbreviated nature of her program. However, the experience had some very beneficial effects.

One was an opportunity to test the limits of her endurance against the rigorous demands of a hospital environment, which required considerable mobility. Frequently spending up to 10 hours a day at the placement, she rarely took the elevator between floors, preferring to follow residents up and down stairs.

"They moved quite fast, so I was always about 10 feet behind them," she comments.

Garbed in the white pants and shoes of an intern, purchased with part of the stipend, she made the rounds with residents. "The doctors never wore white," she adds. "They were always in sports clothes. They only wear white on TV."

She toured the various labs, having a chance to analyze her own blood sample in hematology.

In pathology, she fainted during an autopsy "when the doctor removed the rib cage" but quickly regained consciousness. The hospital absorbed the costs of head x-rays, which proved negative. "After that, I was known throughout the hospital as 'the one who fainted'," she grins.

In surgery she had balance problems "but I ended up with a better view, on a couple of stools." Otherwise, no special accommodations were made for her.

The atmosphere in surgery surprised her. "You get some of the best jokes in surgery," she confides. "Everyone talks and laughs and has a good time. Of course, they know what they're doing, but on TV it's always quiet in the operating room. In reality, they have radios on in there."

Cardiac surgery was a special eye-opener. "It's like an assembly line. They do 4 or 5 bypasses a day, with a break after each to clean up the operating room." She found the cathardization lab in x-ray "absolutely fascinating. You could see a heart beating on the screen."

The experience acquainted her with the range of possible careers in medicine—"doctors are more specialized than I had thought"—but also made her less certain about her own future direction—"maybe medical research or medical engineering." She is "really keen" on research and would like to find a cure for spinal biffida or improve orthopedic surgery for children.

Darlene is also intensely interested in child psychiatry, especially the emotional damage done to children left alone in hospitals, because of her own painful memories. Since ninth grade, she has undergone three operations.

"I have a real aversion to hospitals," she confides. "I remember when I was in the hospital. I was terrified. It isolated me a lot." She also feels she was more mobile prior to the surgery.

A powerful experience for Darlene was meeting the orthopedic surgeon who is organizing the hospital's spinal biffida clinic. For the first time, she developed a comprehensive understanding of her affliction. "Before, I had some idea of what was wrong with me, but I wasn't really sure. This is more common than muscular dystrophy. That surprised me. A lot of doctors don't know anything about it."

Darlene also feels the experience helped her open up socially and communicate with people more freely, as well as learn to take initiative. She feels good about having made friends with two Executive Interns placed in other departments at the hospital. The trio lunched together regularly and shared information about the "action" in various departments, so they could maximize their time.

"The whole experience made me more outgoing," she explains. With hospital staff, she had to ask questions, as well as listen in order to learn—a dramatic departure from her passive posture in the textbook-oriented environment at school. Not allowed to read patients' charts in the mental health unit because of privacy regulations, she talked to patients, especially the young, about their problems. She also observed group therapy sessions.

Darlene made a presentation about her experiences to the local Rotary Club.

Now completing her senior year, Darlene wishes the experience had been longer so she could have done more than observe. "It would have been neat to have done a lot of the stuff I saw going on," she adds. Instead, she chose to spend her senior year in the classroom, taking more science and math in preparation for a health career, with her specialization still to be decided.

pharmacy

Valedictorian of his class at a school for the deaf, Mike aspired to a career in pharmacy. Almost totally deaf, he interned with the head of a hospital pharmacy department. Though bright and quick, he soon grew frustrated at the narrowness of the placement focus.

Several difficulties prevented the experience from fulfilling all program promises. First was the staff's awkwardness in coping with muffled and often

unintelligible speech patterns of a severely hearing-impaired person.

"I don't know who really had the problem, Mike or us," adds the sponsor. "Initially, we were very cautious, because his speech was not very good. We sort of shied away from communicating with him. Mostly, the problem was in our heads."

However, the sponsor feels things eventually improved. "We tried, and I'd say that 75 percent of the time we were successful." The staff learned to look at Mike when addressing him, so he could read their lips. Otherwise, no special accommodations were made for him.

"Some people say that with handicapped people you should make allowances," adds the sponsor, "but we learned to treat him like everyone else."

Despite the fact that he considered Mike "a bright, motivated person who wanted to do a lot of things," the sponsor did not allow the intern much latitude. He worked with staff pharmacists packing, labelling, and filing drug inventories; delivered prescriptions; and learned the effects of particular preparations. In the process, he observed the overall operation of a hospital pharmacy.

Soon, however, the intern yearned for more challenges, such as filling actual prescriptions, but "we have federal and state laws regulating what we do," explains the sponsor. "He could not, for example, dispense drugs. What he did was not limited by any disability he might have had. He wanted to do so much, and we said 'no'."

Yet, something besides legal restrictions prevented Mike from reaching out in new directions. "He was limited the way any other high school student would be," adds the sponsor. "It would not have been in our best interests to let him go further. We were restricted not only by law, but also by our own good judgment. After all, would you want a teenager filling your prescription?"

Hadn't this individual understood the obligations of an Executive Internship sponsor from the outset? "Well, we have an open mind here. We're glad when young people express an interest. Then we get involved and see how things go." Thwarted by the sponsor's position, the intern took charge of his own placement, arranging to spend two days a week exploring another career interest in the hospital's accounting department.

Despite the problems, however, Mike's father, a medical school professor of pharmacy, felt the experience was valuable in reinforcing his son's career goals. Mike is now in college studying to be a pharmacist; the sponsor no longer has Executive Interns.

fiscal operations

accounting

Interested in accounting and computers, Carey, using both wheelchair and crutches, interned with the comptroller of a public agency disbursing federal

funds to an 8-county region. He worked with staff accountants, checking vouchers, resolving discrepancies, and attending to related details.

The comptroller, a former teacher, had hosted three previous Executive Interns, one of whom was employed by the agency during the period of the Mainsteaming Project. That individual, considerably more socially adept than Carey, had saved the agency 20 percent on supply purchases and related well to everyone.

Because he suffered by comparison, Carey was given a narrower set of assignments. The sponsor, who was annoyed about some inappropriate remarks Carey had made and staff complaints about the intern's excessive questioning, described him as "extremely immature" with "an inflated opinion of himself."

Gradually, however, Carey modified his behavior as he gained confidence, and his appearance improved through the purchase of some appropriate clothing with assistance from a PTA fund. The sponsor also acknowledged that there had been some growth—"he is becoming more aware of what is going on."

Carey, who lived with foster parents, came to the program with high recommendations from a math teacher. "I sort of miss classes," he confided. "I miss working with the computer."

Nevertheless, he acted like the most motivated of interns. After Friday seminars, he frequently returned to the office to complete assignments. Highly independent, he once insisted on navigating his wheelchair 26 blocks from seminar site to office rather than accept a ride.

On a daily basis, Carey took cabs to and from the placement with school district reimbursement. However, the two sets of doors at the entrance of a supposedly barrier-free county building proved impassible for anyone alone in a wheelchair, so he required help entering and leaving the building.

An active mind prompted Carey to read internship-related material in his spare time. He obtained an accounting text and compared its axioms to procedures used in the office. He also read about the Department of Labor's manpower programs for which he was disbursing funds.

Carey had a chance to learn more about how organizations function by attending staff meetings. In one log he commented on adjustment problems that occurred during a transition from one executive director to another. In another, he analyzed problems that arose in work flow when employees were out sick.

Despite Carey's growing pains, the coordinator witnessed improvement in the student's self-confidence during the project. "After a while, he began to depend less on his wheelchair and use crutches more," reports the coordinator. "That was very different from the student I saw at the beginning of the program." The coordinator helped him purchase some clothing suitable for the placement through a PTA fund.

During the program, Carey maintained close contact with the special education counselor at his high school, who assisted with applications for state vocational rehabilitation assistance to attend college. Later, however, the coordinator had to intercede on Carey's behalf when his foster parents tried to force him to go to work instead of college.

Whatever problems may have existed earlier, the sponsor helped Carey land

a summer job with an accounting firm, and he is now studying data processing at a university in a neighboring state.

data processing

"At first I was shy. I was scared to death. Now I'm still a little shy, but I'm a lot more positive." That's how Helen described herself at the conclusion of an Executive Internship with the director of business services and finance for a community agency.

Helen was born totally deaf. At age 7, partial hearing returned naturally, and she talked for the first time. Now, with 65 percent auditory loss, she wears a hearing aid, can read lips, and talks with some impairment.

She was admittedly a risk placement, according to the coordinator. On paper, she met program requirements—with an A-minus average at the vocational high school where she starred on the women's track team. Helen also served as interpreter at a school for the deaf and coached an aquatic ballet group.

However, Helen initially exhibited personality problems, a combination of fear of and hostility toward the hearing world. Although she had some mainstreamed experience, Helen was uneasy with hearing people.

"I preferred deaf people because I could make friends with them more easily," she explains. "Hearing students said I talked funny."

No doubt, her traumatic home life exacerbated the situation. An alcoholic mother had thrown her out of a window, necessitating a hundred stitches. She later lived with a grandmother and annually visited her father for the two weeks he wanted to see her.

Consequently, Helen expected a negative reaction from the other interns and insisted the coordinator discuss her disability with them. During the briefing, however, the group rebelled. Said one student: "You say mainstreaming means treating handicapped students like everyone else. Then you give us a lecture on why they are special."

Helen tested the group's good will by running for president. She lost, but they elected her social chairman and member of the executive committee, to her delight. "At first, I didn't think they would accept me," she recalls, "but now I feel I've never had so many hearing friends."

Helen requested a placement teaching deaf people, but the coordinator wanted to broaden her horizons. This particular sponsor, who had hosted other Executive Interns, was chosen because of his special interest in young people. "I knew he could help build Helen's self-esteem," says the coordinator.

Because she was too shy to jump into a total Executive Internship experience immediately, the sponsor gradually built her confidence by giving her clerical tasks, such as sorting key punch cards, while encouraging her to communicate with office staff. Gradually, she rotated around various departments—accounting, public relations, campaign giving, and research and plan-

ning—which expanded her knowledge about the raising and allocation of funds. She learned how a payroll was prepared and visited the computer facilities of agency-funded client organizations.

"He kept telling me to speak more, speak more," Helen says of her sponsor.

"I pushed her," admits the sponsor. "At first she was afraid to speak in front of people. Then she really came out of her shell. She even got a little bossy," he recalls with a grin.

Both sponsor and coordinator spent many hours counselling Helen. The sponsor advised her about college applications and prodded her to take the ACT test. "In many ways, he became a surrogate father to her," observes the coordinator.

The intern also decided to enroll in a charm school during the program, and her appearance grew noticeably more professional and polished.

Ultimately, Helen, under the sponsor's extensive tutelage, presented a 3-hour seminar to the internship group which included a review of the organization's management structure and funding patterns, using appropriate charts and diagrams, and a tour of the agency. "Then I gave them a little test to see if they had been listening," she adds with a chuckle.

By the end of the term, Helen had flowered into a poised, mature, and talkative young woman. "Now my sponsor says I talk too much," she laughs. "He teases me a lot. Everyone has been very friendly."

Currently a freshman at a local college, studying to teach the deaf, she continues to volunteer at the agency and will, according to the sponsor, have a job there next summer.

human services

correctional facilities

Anita, almost totally deaf from rubella, pursued an interest in social work as Executive Intern to the coordinator of a city corrections department. Then a senior at an independent school for the deaf, she had spent the sixth through ninth grades in a public school.

The sponsor and a staff associate knew signing, making Anita feel right at home. With them, she visited prisons and communicated with deaf inmates. "I found the deaf prisoners very frustrated and in need of considerable help," she reports. "They have no one to relate to."

She also observed court in session "which was exciting, but I was sort of nervous because many people were talking and I couldn't concentrate on so many things at one time."

The intern also helped conduct weekly classes in signing at the police academy.

The sponsor's relatively narrow administrative function precluded Anita's

becoming exposed to broad organizational dynamics within the agency. Instead, like her sponsor, she spent about half the time doing clerical work. However, the coordinator was reluctant to change the placement because the intern felt so comfortable there.

An important outgrowth of Anita's experience was her decision to attend college with hearing people, using an interpreter, instead of an institution for the deaf. With the sponsor's assistance, she researched several college social work programs before making a final choice.

As her seminar presentation to the interns, she brought them to her school for the deaf. A faculty member discussed the problems of deaf people, their means of communication, and their education. Then they toured classes and school facilities.

"Most of the interns were amazed to see deaf people dancing the hustle and other steps," Anita recalls. "They couldn't believe that we can do everything except hear."

While Anita entered the program with strong self-esteem, the sponsor found her "a lot more relaxed" as the semester progressed. Today she is pursuing her education toward a social work degree while working part-time with the agency where she interned.

youth services

Patricia's presence in the Executive High School Internships program represented a special situation. Orthopedically impaired from cerebral palsy, she walked with difficulty, tired easily, and had balance problems. At age 20, she was the oldest intern in the Mainstreaming Project, having been held back in school several times before reaching her senior year. Yet, her academic skills were still very poor, and she did not even begin to approximate the gifted or high ability dimensions of the project. Compounding this difficulty, she had severe emotional problems, which were aggravated by an overprotective mother going blind from inoperable cataracts and a rivalrous relationship with a nonhandicapped sister.

Ordinarily, the coordinator would not have been considered accepting Patricia but, under strong pressure from a guidance counselor, she agreed to experiment and, with that decision, undertook what became virtually a half-time job of monitoring an internship.

Although this internship is basically not germane to the project, its description has been included for several reasons. One is that it illustrates clearly why emotionally disturbed and low-ability students cannot readily be accommodated within the Executive High School Internships model, whose success depends on the willingness of busy managers to incorporate young people into their business environments at a senior level. Those who challenge the program for its selectivity would do well to review this section carefully. At the same time, the story is touching—that of a caring sponsor and coordinator, working closely together and devoting inordinate effort to helping someone in need.

Once the coordinator had agreed to place Patricia, the first problem was finding a suitable slot. The student initially accepted but later rejected a newspaper placement arranged to match her professed interest in journalism. Then, based on a newly-expressed desire to become an interior decorator, the coordinator arranged for Patricia to spend a week with artistic restoration experts. However, they felt she had no talent in the applied arts field.

Finally, the intern announced that she had arranged her own internship with a counselor at the county youth services bureau who, coincidentally, had once headed a high school French department in the district. Unlike most Executive Internship sponsors, this individual had to provide continuous supervision and support, with only limited independent activity allowed the student. She accompanied the sponsor on client, agency, and school visits; worked individually with two youths; observed juvenile court in session; attended a few staff meetings; and did clerical work.

Patricia befriended a totally helpless cerebral palsied child in a wheelchair. She read to the girl and helped her work with clay, observing in the process how someone in a less fortunate situation could survive. "This little girl has a lot of guts and willingness," Patricia wrote in her daily log.

She accompanied the sponsor on visits to help a school dropout find a job, interview a teenage rape victim, see a client with an alcoholic mother, and talk with a youth in a detention center. The rest of the time she answered the telephone, did simple follow-up work, and recorded some intakes.

At first she drove herself to the placement. After wrecking her car in an accident, however, she was transported to and from the agency by her sponsor, with interns providing rides to seminars. Sponsor and coordinator conferred weekly about the intern, and a family minister provided personal counselling.

Obviously, this situation required a very unusual sponsor. "Patricia needed help and I was there," he explains modestly. The sponsor had two goals for Patricia's internship—one, informational, that she learn how his agency helped people, and the other, therapeutic, that she work with people even less fortunate than she.

Patricia's emotional instability continually impeded her progress and sometimes caused problems in the office. Occasional conflicts arose with staff, and the sponsor had to run interference. She could not be left alone for long, nor could her judgment be trusted because she tended to exaggerate situations.

Sponsor and coordinator found themselves counseling Patricia about a variety of problems—her home situation, involvement with unsavory peers, and fear of having corrective surgery on her feet.

The sponsor tried to steer her away from the unrealistic career goal of social work. "She is just not ready to make it on her own," he observed.

By the end of the project, Patricia had made several changes. Most significantly, this intern, who had initially disavowed concern for the welfare of others, became more sensitive to human needs as reflected in her log report about client visits. She even volunteered to assist some elderly women at church.

Also her appearance improved—she began wearing dresses instead of jeans to the office. She more carefully typed and prepared assignments,

became punctual, and learned to use the telephone in a more business-like manner. "In short, she became more socialized," summarized the coordinator.

Trained in the education of gifted children, the coordinator had no real sense, at the outset, of the enormity of the problems that would develop. It's like an iceberg. You look at the tip but have no idea what's under the water."

The coordinator was justifiably concerned about the placement's impact on the image of the program in the school system and community, and the reaction of the other interns. Special preparation had to be made for Patricia's participation in the internship group. "At first, the students thought her slurred speech came from drug addiction, so I discussed the problem individually with each intern and described the medication she was taking," recalls the coordinator. "At one of the seminars, she had a seizure. While I went to get help, the Executive Intern placed with a hospital held onto her, while the rest of the group calmly continued the seminar, as if nothing had happened. They were beautiful."

Shy about participating in seminars during the semester, Patricia exhibited confidence at the end-of-term intern dinner on introducing her sponsor.

Since graduating from high school, Patricia has been employed by a local company, and she still maintains contact with sponsor and coordinator.

rehabilitation

Wheelchair bound from Charcot-Marie-Tooth disease (neuromuscular atrophy), Nancy was the coordinator's last choice for the Mainstreaming Project. After exhaustive recruitment and the elimination of other more eligible candidates for various reasons, however, only Nancy remained. From the outset, the coordinator had serious reservations about her maturity, stability, and capacity to meet program obligations, given her busy schedule of practice, promotion, and travel with the Special Olympics program, as well as therapy. However, she was placed so the district could participate in the project.

Nancy was assigned to the state director of rehabilitation, a sponsor new to the Executive Internships program, who was also handicapped. The coordinator selected this individual to serve as a role model for any handicapped intern who would enter the program, so neither student nor sponsor had a real choice in the placement process. However, the sponsor traveled much of the time, so Nancy was assigned to his administrative assistant, who turned out to be negative toward the goals of the Executive Internships program. "The [surrogate] sponsor commented on more than one occasion that a Ph.D. candidate would not be able to comply with our internship guidelines," recalls the coordinator.

Therefore, he assigned Nancy clerical work, which she almost welcomed, being insecure in new situations. She never sought opportunities for exposure to management-level activities and thus developed only a minimal understanding of the state rehabilitation agency.

A junior in a program ordinarily reserved for seniors in that district, Nancy had no real career aspirations. Her primary goal was to "find a man to take care of me" and she announced her engagement to several men during the semester.

Anxious about all the responsibilities of the placement, overlaid with Special Olympics competition at the beginning of the term, Nancy announced her intention to marry a carnival worker she had just met. The coordinator called a meeting of the intern, sponsor, and a teacher of the physically handicapped; her mother was not available. They tried to help Nancy develop some long-range goals.

Transportation problems put an added strain on the placement. Initially, state rehabilitation staff promised transportation for the intern, but it never materialized, so Nancy took the school bus used for handicapped students in a work experience program. However, this meant that her internship day was compressed into the 10-to-3 o'clock schedule dictated by the van's pick-ups. Also because of the inflexible schedule, the coordinator had to drive Nancy between home and various seminar sites on Fridays. She had to struggle with the wheelchair unaided, because Nancy's mother insisted that the school system provide total service.

Nancy was indifferent toward the program and did not even appear for the seminar she was scheduled to conduct. At first, the other interns tried to include her in their plans, but they finally gave up.

In retrospect, the coordinator regrets having made this placement. "Even without her handicap, Nancy could not have made it in this program. She lacked any socialization skills or sense of independence."

The sponsor's insensitivity was also disappointing. "I put the student with state rehabilitation officials but, except for their own boss, they acted as if they had never been with a handicapped person," concludes the coordinator. "They just dealt with the problem on paper."

Even with those overwhelming obstacles, however, Nancy made some progress. She gradually began to give up the notion that a prince charming would solve her problems and started talking about a community college business program. She also recognized the importance of writing skills and signed up for a communications class upon returning to school.

banking services

Besides Nancy's placement, the most clerically focussed internship in the Mainstreaming Project was Judy's, with the manager of letters of credit for a large bank. Beset by almost total hearing loss, this Puerto Rican senior was trained to type letters of credit into a computer for worldwide transmission to the bank's branches, a skill she mastered in a fourth the time required by the average employee. However, she was exposed to nothing else about the organization.

The sponsor perceived the program's objectives within narrow parameters as career exploration and training in a marketable skill. Apparently, he did not

carefully study the memorandum of understanding or other program literature. Had he done so, he might have concluded that his own level in the banking organization could not provide a broad enough focus for the internship.

Nevertheless, Judy, who had only limited communications skills and probably could not have kept up with a more diverse placement, was pleased with her arrangement. She has even been employed there since graduation and her marriage to another hearing-impaired individual.

The sponsor felt she grew tremendously from the experience. "She changed in her ability to form relationships with adults," he reports proudly. "She matured from a young girl to a young woman. There is now a glow about her, a sense of pride in herself."

The sponsor also feels that Judy's grammar and spelling were strengthened, and "her speech improved 3000 percent."

At first, sponsor and intern communicated through another employee who knew signing, as well as with paper and pencil. Gradually, Judy began to read lips. "Now she reads lips beautifully," says the sponsor, "and I can just about understand her when she speaks."

internal organization

staffing

Staffing for the Mainstreaming Consortium consisted of a project director and 10 site coordinators. The project director—serving concurrently as national director of Executive High School Internships of America—was responsible for overall implementation of the mainstreaming effort relative to consortium objectives and Executive Internships standards. The project director's role included:

- Regular contact with staff to ascertain progress on implementation
- Technical assistance and visits to project sites
- Staff development services, including three consortium-wide training conferences
- Management of project grants, including disbursement of funds to sites for student services
- Dissemination of project information to the public
- Negotiation and follow-up with the evaluation contractor
- Preparation of the final report

Coordinators wore two hats, operating their standard local models of the Executive High School Internships program while implementing the project. Their responsibilities to the project were as follows:

- Recruitment of handicapped students and selection of sponsors per consortium specifications
- Communication with local special education staffs, community agencies serving the handicapped, and organizations representing them
- Inspection of placement sites for architectural and other barriers
- Reporting to the project director on progress toward implementation
- Participation in consortium conferences
- Dissemination of project information
- Cooperation with the project evaluation—distribution of various instruments, arrangement of site visits, collection of additional information

staff development

The coordinators were all former teachers or administrators drawn from within their own school systems. Half had originated Executive Internships models in their districts; the others had taken over and expanded recently created programs. Their respective backgrounds included stints as an educational television broadcaster, supermarket owner, filmmaker, middle school principal, network television news staff member, drug education coordinator, state education agency bureaucrat, and business department chairperson, as well as classroom teacher.

Successful management of an Executive High School Internships program unit requires a unique set of skills and characteristics, including:

Salesmanship: The coordinator must be able to stimulate interest among executives and civic leaders, students, parents, and school officials and build effective community relations.

Political sensitivity: Any new program is vulnerable to the pressures of organizational and community politics. The coordinator must have the sensitivity to help the program avoid possible complications.

Organization: Tight program management is required. The coordinator must make wise use of time, shift gears quickly and smoothly, orchestrate a variety of people and resources, and structure a substantial amount of paperwork.

Bureaucratic savvy: The coordinator must move deftly through the school system and business world to accomplish program goals without feeling inhibited by hierarchies or bureaucratic structures.

Student rapport: The coordinator must be able to work effectively with high school students, providing support and encouragement but also creating a challenging environment to stimulate intellectual and social growth.

Energy and perseverance: Mounting a new program requires high energy, long hours, and the capacity to cope with frustration.

Management interest: The coordinator must have a strong interest in organizational analysis and management issues.

plenary-training workshop

Because all consortium staff members except one lacked either special education training or experience working with handicapped persons, the first conference of the Mainstreaming Project was devoted mainly to a brief but intensive orientation to the field of physical disabilities. Experts on orthopedic,

hearing, and sight impairments were hired as staff trainers, and their presentations significantly influenced the future direction of the project. A review of their chief recommendations therefore appears warranted to give the reader a better understanding of basic assumptions on which the project operates.

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Overall Implementation

Mainstreaming: Selecting handicapped students with mainstreamed experience has validity for the project. However, emphasis on mainstreaming qua mainstreaming is misleading.

"Least restrictive environment," in the federal vernacular, refers to a hierarchy of education settings ranging from total classroom integration of the handicapped, at the top, as most desirable, to special education institutions at the bottom, as least favorable.

However, this concept should be challenged for two reasons. First, mainstreaming can occur at all levels, not just the top. Second, a mainstreamed child can easily be overprotected, devalued, ignored by peers, and expected to perform poorly by the teacher. Studies indicate that handicapped students often experience greatest discrimination and isolation in mainstreamed classrooms.

The optimum setting, therefore, is one enabling handicapped people to function within the mainstream, with greatest opportunity for positive relationships between the disabled and nondisabled.

Project Goals: Handicapped participants in the Mainstreaming Project should be expected to make the following gains during the Executive High School Internships program:

> **Self-respect:** The internship should have bona fide importance within the organization. Handicapped interns should not be just symbolic figures.
>
> **Progress:** The students should develop high self-expectations and be able to see and feel genuine accomplishment.
>
> **Honest feedback:** Handicapped people do not want charity and should not be patronizingly overpraised. They need honest feedback.
>
> **Realistic goals:** Along with independence and self-esteem, handicapped individuals, like other human beings, have realistic limitations that must be recognized.
>
> **Employment stereotypes:** Executive Internship placements should avoid reinforcing stereotyped occupational choices of the handicapped, e.g., they want to be teachers, disc jockeys, or rehabilitation counselors.

Vocational rehabilitation staffs often lack imagination in advising the handicapped. Blind men are counselled to operate vending stands; blind women, to be transcription typists. Employment discrimination is also rampant, and handicapped people often end up in sheltered workshops, offering the only jobs available.

Attitude: Attitude is the most important issue. Handicapped people have the right to participate in society like others and not be overprotected. They want society to facilitate their integration into the mainstream but they want to make it on their own, with dignity.

Coordinators should not go hat-in-hand to sponsors, beseeching them to place a handicapped student. They should be positive advocates for the handicapped.

Intelligence tests: Great care should be exercised in the use of intelligence test scores as selection criteria. Such tests often discriminate against the handicapped,

particularly the deaf and blind, who usually have not had the same cultural exposure as non-disabled people.

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Orthopedically handicapped students

Special needs: Orthopedically handicapped students may become physically exhausted without warning. They have to develop an economy of movement and energy, planning every detail, such as where to sit at lunch. The coordinator should try to anticipate some of those needs. Parents and the students, themselves, are good sources of information.

Cerebral palsy: These students most often have multiple handicaps, for which coordinator and sponsor should be prepared. In a society that values attractiveness and mobility, individuals may feel disturbed at the sight of a student without muscular control.

Site preparation: Sponsors should be oriented to the needs of the handicapped by the interns themselves, if possible. What happens, for example, if a disabled person falls? In many cases, the answer is to do nothing. One of the first things disabled people learn in rehabilitation is how to fall. Sponsors and coordinators should query the students on how to assist. The coordinator should also tour the building and determine accessibility in advance of the intern's placement there.

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Sight-impaired students

Heterogeneity: Visual impairment runs on a continuum ranging from reading regular size print with perceptual problems to total blindness. Two-thirds of those who are legally blind can read some form of print. Blind people vary according to whether they have been exposed primarily to tactile, auditory, or print modes of learning.

Limited population: The population of legally blind people is smaller than the orthopedically or hearing impaired, and the number of gifted blind people is far smaller. Many visually handicapped people are developmentally delayed due to environmental factors or multiple handicaps.

Architectural barriers: Architectural barriers are different for blind than for orthopedically handicapped individuals. The blind are expected to adapt to the environment, not vice versa. Some adaptations in the work environment may be necessary, however, such as the installation of an opticon reader or talking calculator. Let the blind students help make those decisions.

Student selection: The following criteria are extremely important:

> **Motivation, initiative, and decision-making skills:** These traits can be difficult to find, because most blind students have been "agency-ed" to death.
>
> **Mobility skills:** Blind interns should have placements requiring the use of public transportation. It is a good learning experience.
>
> **Living skills:** Blind students need some pre-exposure to career education and the lifestyles of people in the world of work. Because of employment stereotypes and social isolation, blind students may need career orientation before deciding on a placement.
>
> **Social skills:** The ability to relate effectively to peers and superiors is very important.

• • •

Deaf Students

Nature of impairment: Hearing impairment ranges on a continuum from mild to moderate loss—which does not impede communication and allows for speech to be developed through the ear—to severe or profound loss, which results in limited speech. Understanding aged onset is important. A child who goes deaf at age 5 has had the benefit of speech and auditory memory, whereas one who is born deaf acquires language through the eye. The differences affect one's ability to communicate easily with the hearing world.

Communication: Learn whether the student reads lips, and at what level of proficiency, or whether signing is the only form of communication. This makes a crucial difference in the level of participation the student will enjoy at various placements. Become familiar with specialized equipment available, such as telephone amplifiers.

Expectations: The deaf person's intellectual functioning is often far superior to his or her language functioning. Most deaf people do not speak intelligibly, but speech is only a symptom of language ability and intelligence. Many other stereotypes exist about deaf people. For example, deaf people are better drivers than hearing people, according to the National Safety Council, but that statement surprises many people.

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mid-project assessment

In conjunction with the 1978 national convention of the Council for Exceptional Children (CEC), the consortium held a Mid-Project Assessment Conference in Kansas City to provide feedback on the overall undertaking; identify problems areas; and prepare for next steps.

Eight of the Executive Interns attended along with the coordinators, to share experiences, perceptions, and recommendations. They also appeared on the CEC program.

The conference had substantial impact on staff morale. Having set very high standards for their performance, many coordinators tended to be overly critical of their efforts because of start-up difficulties. They dwelled on the problems—transportation, late placements, lower number of participants than projected, fewer totally disabled students than anticipated—rather than on meaningful progress made. This is the cost of working in isolation within a school system, despite efforts to spread information among members of a national consortium.

Discussing project implementation at each of their sites, coordinators began to recognize the significance of their accomplishments, achieved despite the inevitable obstacles that arise during periods of innovation.

The conference had substantial impact on the interns. Many flew on planes, stayed in hotels, and/or ordered in restaurants and paid for themselves for the first time. They also learned to prepare expense reports for travel reimbursements.

The students assisted and learned from each other. The two interns in radio roomed together and compared notes. Helen, who was hearing impaired,

helped wheelchair-bound Nora, her roommate, and Nora was Helen's ears for the hotel wake-up call.

Carey, who usually relied on his wheelchair, saw Charles using crutches. When Carey returned home, he began using his crutches at the placement. Anita, with barely intelligible speech from her hearing impairment, initially did not want to address the CEC audience. She finally mustered the courage, and her presentation brought tears to the eyes of many in the room.

final report

At the third consortium meeting, convened a full year after start-up, information for the final report of the Mainstreaming Project was organized and plans were made for the continuation of this effort beyond the funding period.

evaluation

The Mainstreaming Project's evaluation component was developed through a subcontract with the special education department of Teachers College, Columbia University, selected on recommendation of the US Office of Education and other sources. The contractor was charged with responsibility for assessing project procedures and results relative to objectives stated in the funding proposals and was to provide interim reports as well as a final evaluation of the project.

Following are the last two chapters of the final report. The reader should note that only 12 of the 14 students and 6 of the 8 school districts participating in the project were studied by the evaluators. Darlene's summer internship was developed after the evaluation contract period, and Patricia's placement was considered by the project to be too atypical to be included in the study.

summary of results

Intern Selection

Twelve high school students with handicapping conditions participated in the EHIP Mainstreaming Project. The handicapped students selected as participants manifested visual, orthopedic, or auditory impairments (Table I).

TABLE I
Type and Severity of Handicapping Conditions of Interns

	Mild	Moderate	Severe	Total
Visually Handicapped		2		2
Orthopedically Handicapped	2	3	1	6
Hearing Impaired	1	1	2	4
TOTAL	3	6	3	12

The complexities of any handicapping condition make it difficult to place the interns into the categories of mild, moderate or severely handicapped. For the purposes of this project the following function-based paradigm was used:

1 Mild — a physical impairment which impacts minimally, if at all, on the student's ability to perform the tasks required in school, at the internship site, and for the group seminar;

2 Moderate — a physical impairment which required special modifica-

tions (e.g., use of magnifier, attention to lighting) to allow the student to participate fully;

3 Severe — a physical impairment which requires both compensatory modifications and continued remedial intervention (e.g., language training, continued enrollment in a special class or school).

The six districts which participated (i.e., recruited handicapped interns) in the Mainstreaming Project utilized a broad definition of gifted in selecting both handicapped and non-handicapped interns. Criteria included special creative or leadership talents in addition to academic achievement levels and intellectual aptitude. In only one district was a gifted handicapped student selected through the usual intern recruitment procedure. While there was some local variation, most districts worked with or through a Special Education Department or other administrative unit. Student nominations were requested from special teachers and counselors, interviews were held with applicants, and final selections were made.

In all districts the pool of potential interns who were both gifted and handicapped was exceedingly small. In the majority of cases these students who fit the district's criteria for program participation had previous or current mainstreaming experience, and generally resembled their non-handicapped peers on demographic variables (see Tables II, III). Three of the participants from one district received all of their schooling in special schools or classes. Data supplied about the students in participating districts indicated that a majority of non-handicapped interns had grades of either A or B. Eight of the twelve handicapped interns had grade averages comparable to those of their peers. Handicapped interns fell within the average range on demographic variables of age and attitude toward the disabled persons. There was wide variability in the reasons for which the handicapped students elected to participate in the EHIP. This variability was also evidenced by the handicapped students. In fact, the one distinguishing characteristic shown by the disabled interns was the lack of previous work experience (Table IV).

TABLE II
Sex and Age of Interns

	Handicapped			Nonhandicapped		
Age	Male	Female	Total	Male	Female	Total
17	1	1	2	7	12	19
18	1	4	5	61	90	151
19	2	1	3	8	4	12
20+	1	1	2	—	—	—
TOTAL	5	7	12	76	106	182

TABLE III
Race of Interns

	Handicapped		Nonhandicapped	
	Number	Percent	Number	Percent
Black	3	25	51	29
Hispanic	1	8	4	2
Oriental	—	—	7	4
White	8	67	112	65
TOTAL	12	100	174	100

TABLE IV
Previous Work Experience of Interns

	Yes	No
Handicapped	6	6
Nonhandicapped	157	17
TOTAL	163	23

At the end of the recruitment period, there were only two incidences of forced selection which resulted in the inclusion of handicapped pupils whose measured intellectual ability and alternate special abilities were below those measured of non-disabled gifted interns. In two cases a prospective intern was not included because he was "too handicapped." One district was unable to find handicapped students who met the stated criteria for gifted in the state and, therefore, postponed participation the Mainstreaming Project. [Ed. note: That district subsequently placed a student for the summer.]

Learner Objectives

Intern Performance

The majority of handicapped participants followed the usual interview process, speaking with several potential sponsors in their field of interest. In a minority of cases the handicapped students were not given the option of interviewing with several sponsors. As might have been predicted, two of the handicapped interns requested placements in special education. In keeping with the guidelines set by the national consortium, these interns were directed into the exploration of other career opportunities.

In general, interns were placed with either professional service providers or top-level management. For the Mainstreaming Project, five handicapped interns were sponsored by a service professional and seven were sponsored by management. The formal requirements for the semester project varied by district, as did the expectation for ongoing contribution to the home school. The organization and format of Friday seminars were influenced by the needs, interests, and abilities of the students within a school district. Content focused on career alternatives and management skills. Simulation games, case studies, and presentations by community resource persons were techniques used by most programs.

Regardless of the differences shown among local school district, it should be remembered that within any district the expectations for interns with physical disabilities were equal to the performance expectations for non-disabled peers to be supported by data from an instrument known as the end-of-term inventory.

The end-of-term inventory was completed by interns in five of the nine seminar groups. Unfortunately, inventories were received from only four of the twelve interns with handicapping conditions. The responses of these four students paralleled those of their non-handicapped peers on the majority of the sixty-eight items. The following discrepancies were noted.

1. More than 90% of the non-disabled interns felt that they had been moderately or very well prepared for the employer interviews. In contrast, only 50% of the handicapped interns who responded felt similarly.
2. While only 50% of the non-disabled students indicated that the weekly

seminars related to the issues being faced in the field, all four handicapped respondants gave similar answers.

3. A greater percentage of handicapped than of non-handicapped interns indicated that the logs were of benefit to them.
4. A greater percentage of interns with handicapping conditions indicated that previous classroom training had prepared them very well for the internship experience.
5. While most non-handicapped interns engaged in some form of research, three of the four responding handicapped interns indicated that they had not been so engaged.
6. Coordinators had made contact with the parents of all handicapped interns while parent contact had been established with only a small number of parents of able-bodied interns.
7. Three of the four special project interns indicated that they would make changes in the EHIP but none explained their answer. (The majority of non-handicapped interns indicated that they would not make changes in the program.)
8. Half of the handicapped respondants indicated that they missed out by not having been in school during the project's semester. Only one third of the non-handicapped interns responded similarly.

On-site interviews and end-of-term evaluations by sponsors and coordinators indicated that with one exception handicapped interns were able to fulfill requirements of the internship. The local implementation team agreed that the student who performed inadequately did not have the requisite skills for successful program participation and should not have been recruited into the Executive Internship. Variations in performance were evidenced, but these appeared to be within normal limits and unrelated to primary handicapping conditions.

Non-Disabled Participants

It was anticipated that as a result of the project non-handicapped students would show an increased "level of comfort relating to handicapped students." In addition to on-site observations, the Attitude Toward Disabled Persons Scale (Yuker 1966) was administered at the beginning of the project and again at the end. Both pre- and post-test scores were available from 80 interns,representing five seminar groups. A test for correlated observations showed no signficant change (p .05) in ATDP scores for this sample. However, since the 80 students represent less than half the number of participating interns a variable interpretation of these findings is not possible.

Process Objectives

Coordinator Objectives

Site visits to local districts verified that coordinators were working toward increasing their ability to relate to the needs of the handicapped. All coordinators made contact with a special education/rehabilitation specialist and were using that person as a source of information regarding needed support services for interns currently in the project. In addition, the groundwork was being laid in several places for meeting the needs of next year's potential interns.

Pre- and post-test measures were also used to determine how close the project came to meeting this objective. Only four of the 12 coordinators returned both the pre- and post-test instruments. In all four cases a positive change in direction was noted. However, a one-tailed test for correlated reservations shows that this change was not statistically significant (p .05). It is suspected that the small number of respondants effected the results negatively.

Attitude Toward Disabled Persons Scale (ATDP) was utilized as a measure of coordinator responsiveness to the abilities of the handicapped. Pre- and post-test scores were available for five coordinators. Although four of these five showed positive change in scores upon completion of the Mainstreaming Project, A test analysis showed no statistically significant difference in scores.

Organizational Development

As mentioned previously, the majority of the process objectives were related to the consortium itself. One of these process objectives concerned the development of an organization to facilitate deliverance of the project's commitments. Included as subsections of this goal were: clarification and consensus on objectives, specification of roles and responsibilities of consortium members, development of a work plan with a timetable, cooperation with the evaluation process, and creation of a system for internal communication and information sharing.

Evaluation of the consortium organization occurred by matching the processes outlined at the plenary-training sessions with actual occurrences at field sites.

Development of a Support System

In accordance with the objectives set by the consortium, successful participation of handicapped interns was to be facilitated through the development of a resource system which could accommodate special needs. In all districts except one the support system which was developed relied heavily upon special education persons from the local school system.

The special students chosen for the Mainstreaming Project showed moderate or severe impairments in visual, auditory or motor function. Most were able to function independently at their field placements. Architectural barriers made it necessary for two interns to have on-site assistance in moving through their work sites. Two potential interns who would have required extensive program support (i.e., a full-time aide) were not allowed to participate since it was felt that the resources in those districts could not support the special needs of these students.

In general, special modifications necessary to accommodate this pilot group of handicapped interns revolved around special transportation needs. Where possible, local boards of education rearranged bus pick-up to accommodate field placements. However, changing seminar locations and a school day which extended beyond the three o'clock hour created difficulties in several cases. The problem in one district was so severe that the two interns were significantly delayed in starting the program. Although funds should have been available for handling such experiences, coordinators seemed uncertain as to the mechanism for tapping into the $300 per student which was to be made available through the EHSIA national office.

It should be noted that with the exception of one district, both coordinators and interns had access to support from special education guidance counselors and teachers. Special skills training (e.g., speech therapy, mobility orientation, personal dress and hygiene) was provided as necessary.

One sponsor was actively involved in efforts to eliminate architectural barriers at his placement site. It appeared that the varied location of seminar sites and the need to evaluate architectural accessibility of each site produced increased awareness of physical barriers in those groups with a participant in a wheelchair.

Expanded Placement Opportunities

Dissemination efforts directed at mainstreaming varied across school districts but appeared to be directly tied to public relations plans for the EHSIA as a whole. The very existence of the project has fostered an increased awareness of the ability of handicapped students to participate in what is an important and on-going aspect of the education program offered by the participating school districts.

In two of the participating districts, specific efforts were being directed toward increasing the pool of sponsors who had previous experience with or currently hire handicapped employees. In addition to expanding the number of available placements, it was felt that these sites could provide handicapped interns with supplementary role models, thereby increasing the value of the placement. In one district this was being effected through the coordinator's interaction with the city's advisory council on the handicapped. In the second case a sponsor was playing a major role through his company's community interface program.

The original evaluation design called for pre- and post-test administration of the ATDP as a measure of change in sponsor attitudes. However, the limited number of responses made limited the value of this analysis. A greater number of sponsors completed the EHSIA end-of-term Inventory. Examination of the responses to the 43 items indicated that sponsors of interns with handicapping conditions were as satisfied with the overall processes of the program as were sponsors of the non-handicapped interns. Opportunities provided to interns and the new skills learned by them appeared to be consistent across both groups of students.

Local School District Project Continuation

In all districts local school personnel expressed support for mainstreaming handicapped gifted youngsters into the program. With variations support was demonstrated through the provision of special transportation, special education counselors, evaluation of architectural accessibility, and ancillary therapy needs.

The pool of severely handicapped gifted students with previous or current mainstreaming experience was limited in all districts. It is suspected, however, that dissemination efforts during this pilot project will result in a small increase in the number of potential interns with handicapping conditions who are nominated.

With only one exception, the local education agencies felt that, if necessary, special accommodations needed by individual interns could be funded through departments of special education, pupil personnel services, or vocational rehabilitation. In no district did a system currently exist for tapping additional monies to meet individual needs of handicapped students. Standard procedures should be developed to facilitate meeting special needs.

End Note

In conclusion it can be stated that with the exception of one internship the Mainstreaming Project was successful. Handicapped interns were able to complete

successfully with non-handicapped peers in independent world-of-work situations. In addition, for the most part they were able to integrate fully into the seminar setting. Only one of the participating sponsors expressed reluctance to work with a handicapped intern in the future. Several expressed the desire to see the program extended.

Similarly, local school district personnel were in favor of program continuance. The Mainstreaming Project appears to have resulted in an awareness among nominators that handicapped youngsters can and should participate in the already well established internship program. As greater numbers of handicapped youngsters are mainstreamed into regular classrooms, the pool of available handicapped interns should increase. One would hope that there will be concomitant increase in the number of nominations coming through regular high school channels and a decrease in the need for coordinators to make special efforts to find gifted handicapped interns.

recommendations

In spite of problems faced by local coordinators, the Mainstreaming Project was a worthwhile pilot of benefit to both the current and future interns with physical impairments. It should be recognized that while the internship program has been in operation for a number of years, the number of interns with handicapping conditions was limited. This one semester project has clearly demonstrated that high school students with physical impairments can successfully participate in this field experience, meeting the expectations established for non-disabled peers.

For the purposes of evaluating the Mainstreaming Project the evaluators relied upon the process and product/learner objectives disseminated to implementation teams after the Plenary-Training Workshop held in Orlando in November 1978. After examining general program characteristics and learner outcomes the following recommendations are made.

1. A new handbook should be prepared for use by EHIP coordinators to provide them with information related to:
   a. Special needs of teenagers with visual, auditory, and orthopedic impairments;
   b. Voluntary health agencies available to assist children with physical impairments;
   c. Sources of public funds which might be used to accommodate the special needs of handicapped interns.
2. Forced selection of handicapped interns should be avoided at all costs. Selecting a handicapped participant even when no appropriate candidate is available appears to result in undue amounts of time spent trying to provide special accommodations for youngsters who would ordinarily not meet the criteria for program admission.
3. EHSIA should assess its commitment to integrating severely handicapped students into the internship program. If active recruitment of such students is to be undertaken, attention should be paid to:
   a. Contact between coordinators and ninth/tenth grade teachers of the handicapped with an aim toward identifying potential candidates and providing these severely impaired youngsters with the prerequisite experiences for success as interns..
   b. Sources of local, state and/or federal monies which might be used to provide special accommodations;

c. Increased man-hours needed if the coordinator is to integrate the efforts of the multidisciplinary treatment team providing services to the severely handicapped with the implementation team.

4. Preparation of a project bulletin would undoubtedly facilitate necessary exchange of information among district coordinators.
5. Each district participating in this special project should submit its own operational plan based upon the district's academic calendar.
6. The concerns of and techniques employed by individual program coordinators should be included as on-going input on programming and management. They should be incorporated into any future evaluation systems for EHSIA. Utilization of local evaluation teams should bring about more effective process evaluation by allowing for:
   a. Joint development of criteria against which local programs can be audited;
   b. An increased number of site visits providing continuous feedback regarding learner progress as well as overall process.
7. Project evaluation of a highly quantitative nature requires the development of more appropriate instrumentation. Failure of otherwise cooperative, active and obviously committed project staff to return completed forms suggests time constraints, difficulty in responding to items, lack of confidence that change over a few months' time will be significant and/or a challenge to personal competence. The materials employed were essentially modifications of those used with non-disabled interns as described in the project proposal. Standardized instruments currently do not measure the expected outcomes, and standardization of the instruments used could not have been done in the few weeks available between the clarification of project objectives at the Orlando meeting and the forwarding of the evaluation packets for school district approval before the Christmas vacation.
8. The completed pilot project has demonstrated through on-site observations and personal interviews with interns, coordinators, administrators, sponsors, and parents, as well as through minimal statistical analysis of data, the feasibility of integrating mildly and moderately handicapped students into the Executive Internships program. It is therefore suggested that the national office work toward expanding this mainstreaming aspect to participating districts not included in the special project.
9. Using this pilot as an example, special funding might not be essential to the incorporation of the mildly, moderately, and even the severely impaired. However, at this time it is recommended that the national office receive support to coordinate efforts between local program personnel and state and local special education teams.
10. A combined effort to utilize already existing resources (both personnel and funds) should increase the number of qualified physically handicapped youngsters who are able to participate in the Executive High School Internships program.

appendix

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APPENDIX 1

EXECUTIVE HIGH SCHOOL INTERNSHIPS PROGRAM MEMORANDUM OF UNDERSTANDING

Among the Executive Intern, Sponsor, Parent/Guardian of the Intern, Coordinator, Superintendent, and Principal.

I. PERFORMANCE OBJECTIVES

The learner-centered objectives which will guide the involvement of all parties to this agreement are as follows:

A. THAT PARTICIPATING HIGH SCHOOL STUDENTS WILL DEVELOP A MORE ACCURATE UNDERSTANDING OF ORGANIZATIONS AND THOSE WHO MANAGE AND ADMINISTER THEM.

This will be indicated by the extent to which students can demonstrate an understanding of the following elements of the particular organizations where they are placed as Interns and of Sponsors to whom they directly relate.

1. Basic Elements of Organizational Structure

a. Formal and informal roles played by various employees in line and staff jobs: This will be indicated by the extent to which the student can analyze an organization, delineate the responsibilities of various key employees and their reporting lines of authority, and then present examples, or a mini-case study, of how staff actually relate in day-to-day operations.

b. Decision-making processes: This will be indicated by the student's ability to present a case study of decision-making, including the controversies surrounding the decision; chief participants in the decision-making (their formal responsibilities and informal influences); how the decision was ultimately reached (compromises fashioned and how accomplished); and next steps for implementation.

c. Priorities: This will be indicated by the student's ability to define the term, priority; identify short-term and long-range priorities of the organization; describe the organization's budget (both revenues and expenses) as it relates to those priorities; and explain how the organization assesses its effectiveness toward reaching those goals.

2. Basic Elements of Executive Performance

a. Scope of position: Responsibilities of an executive or manager for output of product or service, supervision and evaluation of staff, and expenditure of funds and resources; and relationship to the overall organization.

b. Requisite skills and knowledge: Particular skills needed to perform effectively in the executive-manager role, such as the background necessary for the position and the ability to organize work and delegate tasks; provide motivation, support, and supervision; relate job tasks to personal goals and values; and analyze skills of others. Also, interpersonal skills, leadership, and initiative; ability to set priorities, make judgements about situations, generate alternative solutions to problems, calculate and take risks, anticipate difficulties, create reward systems.

c. Limitations: The constraints within which an executive or manager must function, which include time, budgetary and resource limitations, size and scope of available staff, conflict between organizational goals and personal priorities or individual assessment of organizational needs, political pressure.

d. Strategies for change: These include reorganization of job titles, responsibilities, and relationships; use of consultants; research; staff or self-evaluation; effective persuasion of superiors (building an effective case for change); development of new markets and revenue sources.

B. THAT PARTICIPATING HIGH SCHOOL STUDENTS DEMONSTRATE THE ABILITY TO FUNCTION EFFECTIVELY IN AN ORGANIZATIONAL ENVIRONMENT WITH AN EXECUTIVE.

Specifically, this will consist of the following:

1. Good Work Habits

a. Promptness—in arriving at the internship, in completing assignments, etc.

b. Appearance—appropriate dress and grooming.

c. Dependability—in meeting commitments.

d. Discretion—respecting confidentiality of situations.

e. Sensitivity—relating well to a variety of people.

f. Flexibility—reacting to new and unanticipated situations.

g. Independence—ability to work without constant supervision.

h. Accuracy—ability to follow directions, be attentive to details, obtain information and convey it accurately.

i. Maturity—seriousness in approach to internship.

j. Creativity—ability to generate alternative solutions to problems.

k. Attitude—a positive outlook on the assignment, a willingness to undertake tasks.

2. Personal Growth

a. Increased awareness of own skills and abilities in relation to present and future goals.

b. increased sense of self-confidence.

3. Communications Skills

a. Increased ability to write fluently and precisely.

b. Increased ability to speak with confidence and maturity.

II. OBLIGATIONS OF PARTICIPANTS

A. EXECUTIVE HIGH SCHOOL INTERN

The Executive Intern agrees to fulfill the following program obligations:

1. Duration: Participate in the program for a complete academic term, without pay, spending Mondays through Thursdays with the Sponsor during standard business hours and attending group seminars with fellow interns on Fridays.

2. Organizational Overview: Undertake activities that provide a comprehensive view of the organization and that focus on the roles, responsibilities, and functions of the Sponsor. Become knowledgeable about the Sponsor's company, organization, or agency, including immediate and long-range priorities and how decisions are made about them; major programs, products, or services; annual report or budget; table of organization; selected personnel policies; and output measures for assessing effectiveness. Seek insight into the qualities, skills, and knowledge that help an executive or manager perform effectively.

3. Assignments: Define, with the Sponsor, special assignments to be undertaken under the direct supervision of the Sponsor which will meet the educational objectives of the program and not violate the Fair Labor Standards Act.

4. Meetings: Attend meetings and conferences with the Sponsor, seeking prior briefing on agenda, participants, and role the intern should play in proceedings.

5. Work Habits: Demonstrate good attendance, accuracy, orderliness, promptness, good grooming, and appropriate dress, and observe good office etiquette practices.

6. Initiative: Seek additional responsibilities in the organization which will enhance the internship as a learning experience.

7. Sponsor Conferences: Meet regularly with the Sponsor to review learning experiences; seek advice on problems; discuss any situations that may prevent the intern from fulfilling program goals; and clarify assignments.

8. Logs: Write a daily analytical log of internship activities—focussing on personal reactions to program experiences and documenting what new knowledge and skills have been acquired—to be submitted to the Coordinator on a weekly basis.

9. Seminars: Plan and conduct one weekly seminar for fellow interns at the Sponsor's location which focusses on organizational priorities; finances; personnel allocations; programs, products, or services; decision-making processes; and career opportunities.

10. Project: At the end of the term, present a project to the school which demonstrates what has been learned in the program.

11. Counseling: Participate in small-group and individual counseling sessions with the Coordinator and fellow Interns to share placement problems and experiences; discuss career guidance questions; and seek help on the end-of-term project.

12. School Visitation: Return to school on designated Fridays each month to attend school business and to share internship experiences with principals, counselors, teachers, and fellow students.

13. Summary: Prepare, at the end of the term, a summary of the internship experience for sign off by the Sponsor and attachment to the academic transcript.

B. EXECUTIVE SPONSOR

The Sponsor agrees to fulfill program obligations as follows:

1. Breadth: Provide an internship experience without pay which is broadly educational in scope, supportive of the stated educational objectives of the program, and directed toward providing the student with a comprehensive understanding of how an organization functions.

2. Organizational Overview: Brief the student about the organization, including priorities; major program, products, or services; operating budget or annual report; table of organization; and examples of decision-making processes.

3. Activities: Provide the student with opportunities to accompany the Sponsor to staff meetings and conferences and untertake certain special assignments under direct supervision of the Sponsor which will enhance the Intern's learning experience and not violate the Fair Labor Standards Act.

4. Business Procedures: Advise the student on behavior appropriate for meetings and in relating to staff, clients, and others. Provide information on hours, office procedures, and appropriate dress for staff in the organization.

5. Staff Briefing: Brief key staff members at the beginning of the internship about purposes of the program and roles and functions of the intern in the organization, and solicit their cooperation in providing support and supervision for the student.

6. Intern Conferences: Designate a regular weekly meeting time with the Intern in order to review the student's progress, share observations, answer questions, assess overall performance, suggest areas of improvement, and provide general support and encouragement.

7. Coordinator Communication: Meet with the Coordinator periodically; keep the Coordinator apprised of any problems in the relationship; outline steps necessary for improvement; and follow up to assess progress.

8. Back-Up: Designate a staff member to provide supervision and assistance when the Sponsor is unavailable.

9. Evaluation: Make time available at the end of the term to participate in the evaluation of the program's overall effectiveness.

10. Summary: Review and sign off on the intern's summary of the internship experience for attachment to the academic transcript.

11. Wages and Hours: Adhere to the regulations of the Fair Labor Standards Act.

C. PARENT OR GUARDIAN

The Parent or Guardian of the Executive Intern agrees to meet the following obligations:

1. Work Habits: Reinforce with the student the need for good attendance and the development of good work habits.

2. Support: Provide encouragement and reinforcement to the student in a new educational experience.

3. Communication: Maintain contact with the Coordinator about any program-related problems.

D. COORDINATOR

The Coordinator agrees to fulfill the following program responsibilities:

1. Objectives: Coordinate and monitor the internship experience on a day-to-day basis to assure that the program achieves the purposes listed in Section I.

2. Policies: Inform the Intern, Sponsor, Parent or Guardian, Principal, and Liaison about the purposes and policies of the program at the beginning of the term.

3. Academic Credit: Monitor the implementation of the academic credit policy through discussions with the Intern, High School Principal, and appropriate faculty and staff.

4. Site Visits: Make regular site visits to the Sponsor to review the quality of the internship and the intern's development in the program; to suggest necessary changes in approach; and to follow up on recommendations.

5. Intern Conferences: Meet regularly with the Intern to review knowledge and skills being acquired in the program and problems encountered and to help the Intern develop new approaches to handling situations; and follow up on progress in meeting program goals.

6. Problems: Communicate with the Intern, Sponsor, High School Principal, and Parent or Guardian about any problems in the Intern's performance that indicate the necessity for possible termination of the internship; suggest steps that must be taken for performance to reach a satisfactory level; and follow up to ascertain what improvement has been made.

7. Seminars: Supervise and assist the Intern in the planning, organization, presentation, and evaluation of weekly seminars.

8. Logs: Collect the Intern's logs weekly, review and critique them, and return to the intern with comments.

9. Project: Advise the Intern on the planning, preparation, and presentation of the term project, pursuant to the academic policy of the program.

10. College and Jobs: Offer assistance to the Intern in seeking college admissions, scholarships and loans, and employment, in liaison with the high school guidance staff.

11. Attendance: Transmit regular attendance reports to the high school.

12. Calendar: Provide, at the beginning of the term, a program calendar delineating seminar dates and days on which the Intern will be released to return to school for academic business.

13. Principal: Report to the High School Principal on request regarding the student's internship experience.

14. Supplements: Provide appropriate educational resources that would be helpful to the Intern in strengthening the educational value of the internship.

15. Summary: Supervise the Intern in the preparation of a summary of internship experiences at the end of the term and provide the High School Principal with the summary, signed by the Sponsor and Coordinator, as formal notice that the Intern has completed all program requirements.

E. SUPERINTENDENT

The Superintendent agrees to provide support for the program and its policies with central administration officials, high school principals, staff, and parents.

F. HIGH SCHOOL PRINCIPAL

The High School Principal agrees to meet the following obligations:

1. Faculty and Parent Communication: Brief faculty and staff on the program and assist the Coordinator in arranging a Parent briefing in which the Principal will participate.

2. Release: Arrange for release of Interns for the entire term.

3. Credit: Implement the academic credit policy for the program.

4. Independent Study: Arrange for faculty assistance for students who elect independent study.

5. Project: Approve arrangements for the school project and assign an appropriate faculty member to advise the students.

6. Intern Conferences: Make time available to meet with returning Interns on their Fridays back at school.

7. School News: Inform students of school business that affects them during the term, such as College Board applications, yearbook pictures, graduation dates and rehearsals, and other school activities.

8. Liaison: Appoint a liaison on the school staff to follow up with the Coordinator.

III. ACADEMIC CREDIT POLICY

The academic credit policy insures that the Intern will make regular progress toward meeting high school graduation and college entrance requirements during the internship term. Through this memorandum of understanding, the experience is evaluated as a legitimate part of the educational process through the following set of principles.

Principle of credit: The program is a full-time learning experience lasting an entire academic term and necessitating longer hours than a student would ordinarily spend in the classroom. The program is a demanding intellectual experience, requiring analytical skills and mature judgment, written and oral communication, understanding of complex management elements, and comprehension of new knowledge. Therefore, the program carries a full term of academic credit. This will be indicated by "CR" rather than a letter or numerical grade, and credit will be granted on an individualized basis.

Principle of choice: An Executive Intern will also be able to elect independent study. An Intern who wants to prepare for the second term of a sequential course, such as physics or a foreign language, or who wishes to pursue a course of special interest will be able to seek out an appropriate faculty member to obtain tests, course syllabus, sample exams, and other materials. The Intern will also have the option of meeting periodically with the faculty member on designated Fridays for explanations and assistance. At the end of the term, if the student feels prepared, an examination will be given. If the Intern is satisfied with the results, the grade will be recorded on the transcript next to the name of the course. If, however, the Intern does not want the grade, then only the internship designation will remain, because credit will have already been earned in the program. The Intern will also have the option of dropping independent study at any time if it interferes with concentration on the program.

Principle of standing average: Because the Intern will receive credit rather than a grade for participation in the program, the individual's average will remain the same as it was the preceding term. An Intern who wants to raise that average will be able to study independently during the internship term, as indicated above, and receive a grade in a specific course.

INTERN'S INDIVIDUALIZED PROGRAM OF ACADEMIC CREDIT
(To be filled in by student for approval by principal)

NAME OF INTERN _____

COURSES REMAINING FOR GRADUATION		COURSES TO BE WAIVED DURING INTERNSHIP TERM		CREDIT TO BE AWARDED FOR INTERNSHIP		INDEPENDENT STUDY	
Title	Credit	Title	Credit	Title	Credit	Title	Credit

We, the undersigned, having reviewed the responsibilities of all participants in the Executive High School Internships Program stated herein, agree to fulfill our respective obligations as specified.

Executive Intern	Date
Executive Sponsor	Date
Parent/Guardian of Executive Intern	Date
Coordinator	Date
Superintendent	Date
High School Principal	Date

APPENDIX 2

Official Program Description
(For Attachment to Transcript)

An Executive Intern spends one full-time semester with a senior official in a government agency, an educational or cultural institution, a private civic organization, a corporation, or some other organization with broad public interest. The intern functions as a special assistant to the sponsor, attending important meetings and conferences, preparing vital reports, undertaking special analytical studies, making public presentations, preparing policy recommendations, and developing other significant projects requested by the sponsor.

The intern also participates in weekly seminars on management and administration which include study of cases on decision-making, conferences with high-level officials, field visits to program operations, and organization and presentation of their own seminars. Seminar topics deal with an analysis of goals and objectives of a particular program; budget, personnel policy, organization, and administration; program design and development; evaluation; group dynamics; and institutional decision-making.

Each Executive Intern is required to keep a daily analytical log of activities in the program and, at the end of the semester, to present a project which demonstrates what has been learned in the program.

This is the overall framework of the program, but each individual internship has a unique focus and subject matter content. Therefore, you will find attached a description of this particular student's internship, which has been reviewed and approved by the sponsor and program coordinator.

APPENDIX 3

Internship Summary

(Prepared by Intern for Attachment to Transcript)

For the past four months, I have been special assistant to Councilman John Jones under the auspices of the Executive High School Internships program. Councilman Jones is one of 17 individuals elected to the city council.

The city council recently initiated budget hearings for the coming fiscal year. Councilman Jones, as an elected individual, officially has responsibility for overseeing the budget process and the allotment of funds. As his special assistant, I was charged with responsibility for doing research, summarizing existing information, and making suggestions pertaining to the viability of certain areas of the budget.

It was also my function to handle constituents' requests, which usually required interface between the councilman's office and city or state agencies. For example, one morning the office received a call from a constituent complaining that a school next to his home was putting up a fence no more than 30 feet from his back door. He had just installed a swimming pool, and the school did not want anything to happen to the children, who were mentally retarded.

The man had been encroaching on school property for 20 years, with permission, until they sold the land to the new school last year. He said he was an extremely poor driver and needed 10 feet to pull into his garage.

I contacted the appropriate city agency and got the matter resolved. One more satisfied constituent!

I also attended various city council and other city agency meetings with the councilman. When the councilman wanted a report of a meeting but could not be present, I acted as his representative. For example, I went to meetings with Commissioner Peters of the Water Department, Commissioner Davidson of the city's Department of Recreation, and Commissioner Willis of the City Planning Commission.

As a result of my responsibilities, I have gained knowledge of the functioning of city government, its responsibilities, powers, limitations, and the inputs necessary in the government decision-making process. I have also seen the political ramifications of many governmental actions.

I feel that the time spent in the councilman's office has been of great help to me and to our constituents and would be of equal benefit to a future intern.

APPENDIX 4

Colleges and Universities Accepting Executive Interns

(Selected List)

Agnes Scott College
Alabama, U. of, at Birmingham, Tuscaloosa
Alabama A & M
Alabama College
Albany, U. of
American Academy of Dramatic Arts
Antioch College
Auburn University
Babson College
Barnard College
Bennett College
Bentley College
Berea College
Birmingham Southern College
Boston University
Bowdoin College
Brandeis University
Brigham Young University
Brown University
Bryn Mawr College
California Maritime Academy
California State College, at Dominguez Hills, Long Beach, Los Angeles
California State Polytechnic University
California, U. of, at Berkeley, Irvine, Los Angeles, Santa Barbara, Riverside
Calvin College
Carleton College
Carnegie-Mellon Institute of Technology
Chapman College
Chicago, U. of
City University of New York
- Bernard Baruch
- Bronx Community
- Brooklyn
- City College
- Hostos Community
- Hunter
- John Jay College of Criminal Justice
- Kingsborough Community
- Lehman
- Medgar Evers
- New York Community
- Queens
- Queensborough
- Staten Island Community

Claremont College
- Claremont Men's College
- Pitzer College
- Pomona College

Clark University
Colby College
Colgate University
Colorado College
Colorado State University
Colorado, U. of
Columbia College (Mo.)
Columbia University
Compton Community College
Connecticut College
Cornell University
Delaware Valley College
Dennison University
Denver, U. of
Detroit, U. of
Dominican College
Drake University
Duke University
East Texas Baptist College
Eastern Tennessee State College
Elmhurst College
Elmira College
Emerson College
Fisk University
Fitchburg State College
Flagler College
Florida State U.
Florida, U. of
Fordham University
Frederick Community College
Friends University
Georgetown University
Georgia, U. of
Glassboro State College

Hamilton College
Hampshire College
Harvard University
Haverford College
Heidelberg College
Hillsborough Junior College
Hobart College
Hofstra University
Hood College
Houston, U. of
Howard University
Incarnate Word College
Iowa State University
Iowa Wesleyan College
Jackson College
Kansas State Teachers College
Kentucky University
Keuka College
Lambuth College
Lebanon Valley College
Lehigh University
Lincoln University (Pa.)
Lipscomb College
Long Island University
Loyola College
Loyola University (La.)
Manhattanville College
Marist College
Maryland, U. of
Marymount Manhattan College
Mary Washington College (Va.)
Massachusetts Institute of Technology
Massachusetts, U. of
Mercer College (NY)
Mercer County Community College
Merce. Jniversity
Messiah College
Miami, U. of
Michigan State University
Michigan, U. of
Missouri, U. of
Moore College of Art
Newberry College
New Haven, U. of
New Jersey State College
New Mexico, U. of
New Orleans, U. of
New Rochelle, College of
New York University
North Carolina, U. of
Northeastern University
Northwestern University
Notre Dame College
Oberlin College
Occidental College
Ohio State University
Our Lady of the Lake College
Pacific, U. of the
Palm Beach Junior College
Parsons School of Design
Pennsylvania, U. of
Pepperdine University
Philadelphia College of Pharmacy & Science
Princeton University
Radcliffe College
Redlands, U. of
Reed College
Rice University
Richmond, U. of
Roanoke, U. of
Rochester Institute of Technology
Rutgers University
Sacramento State College
Saint Augustine's College
Saint John's University
Saint Joseph's College (Pa.)
Saint Lawrence University
Saint Mary's Dominican College (La.)
Saint Mary's University
Saint Olaf College
Saint Petersburg Junior College
Saint Thomas, U. of (Tx.)
San Antonio College
San Francisco Art Institute
Santa Clara, U. of
Simmons College
Smith College
Southern California, U. of
Southern Methodist University
South Florida, U. of
Southwest Texas State University
Southwestern University
Springfield College
Stanford University
Stetson University
State University of New York, at Albany, Binghamton, Brockport, Buffalo, Cortland, Geneseo, New Paltz, Oneanta, Potsdam, Stony Brook, Syracuse-College of Forestry
Syracuse University
Swathmore College
Tampa, U. of
Temple University
Tennessee, U. of
Texas Lutheran College

Texas, U. of
Towson State College
Trenton State College
Trinity College
Tufts University
Tusculum College
Tuskegee Institute
U.S. Coast Guard Academy
U.S. Military Academy
U.S. Naval Academy
Valencia College
Vassar College
Vermont, U. of
Virginia, U. of
Voorjees Teachers College
Wagner College
Washington & Lee University
Washington University (Mo.)
Wellesley College
Wesleyan College (Ga.)
Western Maryland College
Wheaton College
Whittier College
Wichita State University
Williamette University
Williams College
Windham College
Wittenberg University
Yale University

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